DOCUMENT RESUME

ED 152 817 TM 006 982

TITLE English Placement Test (EPT) Project Technical Report for May Test 1977.
INSTITUTION Educational Research Inst. of British Columbia, Vancouver.
PUB DATE Sep 77
NOTE 96p.; Not available in paper copy as parts of document may be marginally legible

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *College Placement; *Composition (Literary); *English; English (Second Language); *Essay Tests; Evaluation Criteria; Foreign Countries; Higher Education; Measurement Goals; Scores; *Scoring; Senior High Schools; Test Construction; Testing; Tests; *Writing Skills
IDENTIFIERS Canada; *English Placement Tests

ABSTRACT

The purpose, development, administration, and scoring of the Educational Research Institute of British Columbia's (ERIBC) English Placement Test (EPT) are described. This test was designed to assist in the placement of entering college students into the appropriate courses of English usage and composition; it was not intended to be a criterion for college admissions. The test consists of 80 discrete items and a single 300-to 500-word essay based on one of five suggested topics. The essays are scored in two independent readings on a 9-point scale for each of four qualities: (1) development of ideas; (2) structure of the essay; (3) sentences--structure, grammar, and punctuation; and (4) words--precision, vocabulary, level of usage, and spelling. Some test items, the suggested essay topics, and other instructional appendices are included. (Author/CTM)

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ENGLISH PLACEMENT TEST (EPT) PROJECT TECHNICAL REPORT

FOR MAY TEST 1977

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EDUCATIONAL RESEARCH INSTITUTE OF B.C.

SEPTEMBER 1977

ETESTING ERIBC

ENGLISH PLACEMENT TEST (EPT) PROJECT-TECHNICAL REPORT

FOR MAY TEST 1977

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ENGLISH PLACEMENT TEST (EPT) PROJECT-TECHNICAL REPORT FOR MAY TEST 1977

INTRODUCTION

There is now a frequently expressed concern that there is a need for improvement in the ability of young people to use the English language. As the colleges and universities of British Columbia attempt to raise standards of English usage among their students, supplementary classes are provided to assist students who have the greatest need for improvement. Most colleges and universities, until now, have asked students, upon admission, to take an English usage and composition test through which students with special needs are identified.

The Minister of Education was approached by college and university officials and requested to provide a test which all colleges and universities in the province might use for the purpose of student placement in first year English courses. In response to this request, ERIBC was invited to propose a project for the design and administration of a uniform test to be used by colleges and universities in B.C. to identify students requiring supplementary English usage and composition instruction. This document reports the processes and outcomes of the first phase of a pilot study designed to meet this need: The English Placement Test Project.

The test of English usage and composition developed in this project is to be used by colleges and universities to assess the competence of entering students and to allow for early student and institutional planning.

The scores from this English Placement Test (EPT) are intended to provide a basis for the appropriate placement of students in first-year English courses. It should be emphasized that this Test is to be used for placement purposes only; the results are not intended to be a criterion for admission to any post-secondary institution. Each institution is to decide for which programs the EPT will be a requirement and how Test scores are to be interpreted.

The English Placement Test project was originally designed to include a series of tests offered in the spring, summer and late autumn covering a period of time through May of 1979. After this time, a decision would be made about the effectiveness of such a test. This report details the processes and outcomes of the first EPT, administered on May 3, 1977.

EPT CONSULTATIVE GROUPS

At the outset in the consideration of the EPT project, an attempt was made to account for the interests of the institutions and agencies for whom English instruction is a concern. While a large number of persons expressed views in informal meetings, the following more formal groups played the major role in shaping the EPT project.

Invitational English Teachers Meeting

Representatives of all Colleges, Universities, the B.C. Institute of Technology, and the B.C. Teachers' Federation were invited to attend a meeting to discuss the goals and processes of an EPT project. A first meeting was held in October and a second was held in November.

Seventeen representatives attended each of these meetings. Basic policies and direction for the project were determined at these sessions.

Project Advisory Board

A Committee of persons was appointed by the Ministry of Education to advise formally on issues through the duration of the project. This Project Advisory Board has two university English teachers, two college English teachers, one secondary school English teacher, two school trustees, one university and one college registrar, one university senate member, and one representative from the Ministry of Education. This Board met twice concerning the May, 1977 EPT, but individual members were consulted frequently. Mr. R.J. Carter, Director of Policy Development, Ministry of Education, chaired these meetings.

Composition Marking Criteria Development Group

At an invitational meeting to mark EPT "Pilot-Test" composition exams, fifteen markers (8 college and university English teachers and 7 secondary school English teachers) reviewed and revised the marking criteria to be used in scoring the May, 1977, EPT.

Technical Advisory Committee

To advise on technical aspects of the project, Dr. Walter Muir, Faculty of Education, University of Victoria, and Mr. Alan Dawe, Chairman of English and Modern Languages, Vancouver Community College, were appointed to the Technical Advisory Committee.

These two persons reviewed statistical and methodological issues and advised on matters of testing competence in English usage and composition. The project director chaired these meetings.

Test Item Development and Item Selection Committee

Test items and composition topics were proposed by a committee of three persons, one person with secondary and college level English teaching experience, one person with college level experience only, and one person with university experience only. After analysis of pilot-test results these same three persons made the final selection of test items.

MAJOR POLICIES

From the many interests expressed in meetings of the above mentioned groups and committees, policies emerged which are the founding principles of the EPT project. The most important of these policies are:

1. Test Objectives - To be useful for placement purposes, the test must identify students competent to take any English course they chose, students needing remedial help for whom English is an additional language, and students needing remedial help and having English as a first language. This objective required that more than a single total test score be reported.

2. For Placement Only - Desire was expressed by all interest groups that the EPT score not be used as criterion for admission to any institution or program and that all reasonable measures be taken to prohibit its being used for that purpose.

The EPT score is intended to assist post-secondary institutions in assigning students to English courses appropriate to their needs.

3. Test Format - The purpose and objectives of the Test dictate that the Test be diagnostic, that is, separate sections measure separate skills and that scores for each of these sections be reported separately rather than as one aggregate score.

4. Convenience to Students - If students were to be encouraged to write the Test in May or at any other time, the testing situation must be made as convenient as possible for students. Because of this policy, classroom teachers and school administrators were asked to administer the Test during school time.

5. Scores Belong to Students - To account in as many ways as possible for the ways in which scores may be incorrectly or unjustly used, scores from the EPT were sent only to students. Any student could write the Test as many times as he or she wished and report to a post-secondary institution the official score from whichever test sitting he/she chose. While this may have inconvenienced post-secondary administrators, it was intended that students have confidence that they were being treated fairly.

6. Reporting - Other than individual scores being reported to students, distributions of scores would be reported to colleges and universities to allow for interpretation of individual scores.

In addition, distributions of scores by school district, college region and the province would be reported to the Ministry of Education to be used in concert with other information. School district distributions would be reported to each Superintendent of Schools. All these reports were made on a confidential basis.

7. Research Component - To determine the relative effectiveness of a single, uniform test of English usage and composition in predicting success in first-year post-secondary English courses, EPT scores and grade twelve, teacher-assigned English marks will be compared. This comparison will be made in the spring of 1978 when all three scores and grades will be available. University and college registrars will provide EPT scores, grade twelve English scores and first-year post-secondary English scores.

TEST DEVELOPMENT

A three person team (one college instructor of English-as-Second-Language students, one college instructor with extensive secondary school experience, and one university instructor) developed a pool of 120 sentence test items and eight essay topics. Fifty of the sentences developed contained errors thought to be common to persons for whom English is an additional language, and twenty sentences contained no errors. The eight essay topics were designed to provide for the range of interests and backgrounds of the persons writing.

Pilot Testing

The English Department at a post-secondary institution in Vancouver agreed that their students of English could be used to pilot-test potential test items. Because classes at this institution were one hour long, not all sentences to be pilot-tested could be presented at one time. The sentences were randomly divided and presented on two separate test papers. The five "most strongly recommended" essay topics were presented as a third test paper. In order that minimal disturbance to class routine be created by pilot-testing, no student was to write more than one of the three test papers.

The purpose of the EPT is to identify persons most in need of supplementary English instruction, instruction either for users of English as a first language or as an additional language. On the basis of the pilot-test, items would be selected according to how effectively students identified incorrectly used words. Students were reported by teachers as being "A or B" students, "C or F" students, or "ESL" students.

The number of students in each category writing each pilot-test form appears in the following table: (Table I)

TABLE I PILOT-TEST SAMPLE SIZE

	A-B Students	C-F Students	ESL Students
TEST FORM I	85	94	76
TEST FORM II	79	83	56
COMPOSITION TEST	59	63	119

The English usage test items, the sentences, were scored using transparent templets. Pilot-test compositions were scored at a one-day session according to marking criteria developed especially for the EPT project.

Composition marking criteria were initially formulated on the basis of Paul B. Diederich's major qualities of writing[1] and on criteria developed for Language B.C.: an Assessment in the English Language Arts. Areas of major qualities considered in these two studies were combined to form four areas of writing ability to be considered in the EPT: Development, Structure, Sentences and Words. It was planned that these four areas be weighted equally in assigning composition scores. The description of competence levels within these four areas was first produced by two appointed English teachers and then revised as a result of using the marking criteria in a pilot-test marking session.

Compositions written in the pilot-test were scored by a team of fifteen secondary and post-secondary teachers of English invited to spend one day scoring papers and discussing the marking criteria and marking processes. It was agreed by the markers that the marking process used in scoring these pilot-test compositions would be suitable for use in scoring actual English Placement Tests. This process is detailed in a later section of this report. Marking criteria agreed upon appear as Appendix A.

Items to be used on the May EPT were selected according to their ability to identify students who could most benefit from supplementary instruction in English usage. For each item on the pilot-test, "percent correct" calculations were made for students in the "A-B", "C-F", and "ESL" catagories as assigned by their post-secondary English teacher.

---

1. Diederich, Paul B., Measuring Growth in English National Council of Teachers of English, 1974, p. 55.

The first item listed below was considered to be a good "remedial" (native user of English) item because "better" students (A-B) tended to answer it correctly and "poorer" students (C-F and ESL) tended to answer it incorrectly. The second item listed was considered a poor item because that difference did not occur. The third item was considered to be a good "ESL" item because "better" (A-B) and regular remedial (C-F) students answered it correctly more often than English-as-a-second-language students. Items with no incorrectly used words (see the fourth item listed) were examined in the same way.

	A-B (% corr)	C-F (% corr)	ESL (% corr.)
Remedial Item			
1. Some plants grow poorly in a dry summer, but do (good) when the weather is wet.	63.6	45.8	32.1
Poor Item			
2. During our first morning on the job, the foreman introduced Pete and (I) to the other members of the road crew.	40.3	28.9	50.0
ESL Item			
3. One fact about English is that is (have) had an unsatisfactory spelling system for several hundred years.	89.6	83.1	51.8
Correct Item			
4. We must, to begin with, accept the notion that there is good and bad writing, and that the difference between them is not just a matter of opinion.	77.9	67.5	51.8

Each item was considered also in terms of its "item-total correlation"; that is, the degree to which the students correctly answering the question were the students receiving high total scores on the pilot test. Consideration was also given to selecting items which, as a final test, would produce a distribution of scores which facilitated placement of students in appropriate English courses. Ideally, most students (two-thirds) would have a near perfect score on the ESL items. The remaining one-third of students would have scores ranging from 17 out of 20 down to (theoretically) zero. The distribution of scores on the "remedial" items would have a minority of near perfect scores (only A-B students) and remedial native speakers of English and non-native speakers of English distributed from 17 out of 20 down to zero. These distributions would allow each post-secondary institution to apply its own standard for placement purposes.

Only five of the eight proposed essay topics were included in the pilot test. As each topic was selected by a significant number of students, and because pilot-test markers could detect no apparent inadequacies, these same five topics were selected for the May EPT.

The May 3 EPT is presented as Appendix B .

TEST SITES

In order that the May EPT be offered with least inconvenience to students, the Test was given in all secondary schools enrolling grade twelve on the morning of May 3 as part of the regular school day. To accommmodate persons not then enrolled in grade twelve, the Test was also given in all colleges (with the exception of North Island College and Northwest College), and at the B.C. Institute of Technology on the evening of May 3.

Providing notice to students and administering the Test in secondary schools was undertaken by school staff as part of their regular duties. Test administrators and supervisors at post-secondary test sites were appointed and awarded honouraria by the EPT project.

Independent schools enrolling grade twelve students were invited to offer the Test to their students. All of them did so.

In total, the May EPT was offered at 168 public secondary schools and 35 private secondary schools in British Columbia as well as at 16 colleges. The Test was also offered at six secondary schools in the Yukon Territory.

TEST NOTIFICATION

If the EPT was to be effective in its purpose of facilitating placement, all potential post-secondary students would need to take the Test. Most persons for whom the EPT was a requirement were enrolled in grade twelve and could be notified of the Test through the school system. Notification of the Test was made through public media as well as from post-secondary institution registrars in an attempt to inform persons not in grade twelve.

In January of 1977, a series of notices to secondary school principals and English department heads was initiated. This series included statements of Test purposes and administrative requirements, notices to students, marking criteria to be used in scoring compositions, and notification of post-secondary institutions requiring EPT scores. (Copies of these notices appear as Appendix C.)

To notify "mature" students, most post-secondary institutions used registration and student services notices to inform potential students of EPT requirements. In addition, participating post-secondary institutions were allocated funds to cover advertising in newspapers. Vancouver area test-sites were posted in two Vancouver daily newspapers one week and two weeks prior to May 3. (This advertisement is included as Appendix D.)

TEST DISTRIBUTION

An estimate of the required number of test papers for each secondary school was obtained from the school principal. The tests for schools outside the Vancouver area were mailed to schools during the period April 25-27. Vancouver area school test papers were delivered by hand on April 28-29. The numbers of test papers distributed as requested were: public schools 19,933; independent schools 1403; community colleges 2160; total 23,566 (including 70 to six schools in the Yukon Territory).

The Test recovery process was the reverse of the distribution process. Schools and colleges were reimbursed for mailing costs.

TEST ADMINISTRATION

The administration of the Test was the responsibility of each secondary school. Each Test administrator was to follow a basic set of instructions. (See Appendix E.) Minor variations in test time occurred because of particular administrative problems in a small number of schools. In most schools, the Test was administered at 9:00 a.m. on May 3.

Each college principal appointed a person from his college to administer Tests. This person then appointed an appropriate number of Test Supervisors to assist in invigilating during the examination period. Test administrators were responsible for advertising Test times and locations and for arranging accommodation. Test administrators and supervisors were also responsible for maintaining Student Attendence Record forms listing all students writing the Test (see Appendix F.) In cases of dispute, these forms would later be used to verify that Tests had actually been written.

MARKING PROCESS

Section One

The forty sentences comprising the first section of the EPT were marked by twenty university students using transparent templets.

The first day of marking began with an explanation of the EPT, its purpose and the importance to the students who wrote it. This was followed by a preliminary marking of a sample Test to acquaint the markers with acceptable responses. The markers were then requested to address any questionable responses to the supervisor.

During each day of marking, an average of 12 bundles of 30 papers were marked by each marker. Each paper was marked a second time by a different marker. A random sample of papers were checked to determine a marking error rate. In the 300 papers checked, less than 3% of the papers had an error in marking of one mark out of the forty questions. No paper had more than one error in marking.

Section One of the EPT was completely marked in five, eight hour days.

Section Two

Students were asked, in Section Two of the EPT, to write an expository essay of 300 to 500 words on one topic selected from a given list of five.

Markers of compositions were selected from applicants responding to advertisements sent to all secondary and post-secondary institutions. In total, 243 teachers of English were selected. Of these, 77 claimed experience at only the grade twelve level, 56 claimed experience at both grade twelve and first year post-secondary levels, 37 at the college level, 63 at universities, and 10 persons had not instructed but had marked papers extensively at either the secondary or post-secondary level. Approximately thirty applicants were rejected because they had inappropriate experience.

Marking occurred on two consecutive weekends in Castlegar, Kamloops, Victoria, and at four centres in Vancouver. Facilities were provided without charge by the post-secondary institutions at each marking centre. Markers at each centre were supervised by two head-markers (with the exception of the two smallest centres which had only one head marker). All head markers had attended an earlier training session in Vancouver.

At the training session for head markers, and in the actual marking sessions, sample papers with a pre-assigned mark were discussed to ensure that a consistent standard of scoring be applied across all centres. Sample papers were discussed on the initial Friday evening session, as well as on each day of marking.

Composition papers were randomly distributed to marking centres and to markers. After the first weekend of marking,

the papers were collected and re-distributed to different marking centres for the second weekend.

On the first weekend, the first markers read papers for Development and Structure, gave a score out of nine for each, and sealed closed a flap, hiding the scores from other markers. A second marker then read papers for Sentences and Words, gave scores out of nine, and closed the flap.

This procedure was completed for all composition papers on the first weekend. On the second weekend, each paper was read and scored again. This time, however, one marker gave a score on all four criteria areas. By the end of the second weekend, all papers had two complete sets of scores awarded by three different markers in two different marking centres.

Scores out of 72 (eight scores each out of possible 9 points) were summed by computer and converted to scores out of 80 for reporting to students. All key-punching of scores was "verified", that is, keypunched twice to ensure accuracy.

At the conclusion of the marking task, a discussion was held at each marking centre which produced suggestions for change in the marking process for future English Placement Tests. A summary of these suggested revisions appears as Appendix G.

The analysis of inter-marker reliability appears in the following section of this report.

ANALYSIS

Distribution of Scores

See following Tables II-VII and accompanying Figures.

TABLE II

PROVINCE-WIDE AVERAGE SCORES:
ENGLISH PLACEMENT TEST (May 3, 1977)

	GRADE 12 STUDENTS			
	Applying to P.S.I.*	Not applying to P.S.I.	OTHER PERSONS#	ALL PERSONS WRITING
REMEDIAL SENTENCES**	12.47/20.0	11.68/20.0	12.55/20.0	12.32/20.0
ENGLISH AS A SECOND LANGUAGE SENTENCES	15.50/20.0	15.20/20.0	15.45/20.0	15.44/20.0
COMPOSITION	42.73/80.0	40.50/80.0	42.73/80.0	42.29/80.0
NUMBER OF PERSONS	12286	3364	1357	17007

* P.S.I.: Post Secondary Institutions

OTHER PERSONS: Those not presently enrolled in grade 12

** Remedial Sentences: scored out of 20.0
English As A Second Language Sentences: scored out of 20.0
Composition: scored out of 80.0

For reasons of confidentiality Tables III, IV, and V (pages 17-20), which contain data pertaining to individual school districts and college regions among other matters, have been excluded.

Access to this data can be granted only by the Ministry of Education.

TABLE VI

DISTRIBUTION OF PROVINCE-WIDE SCORES (SENTENCES):
ENGLISH PLACEMENT TEST (May 3, 1977)

GRADE 12 STUDENTS

	Applying to P.S.I.*				Not applying to P.S.I.				OTHER PERSONS**				ALL PERSONS WRITING			
	REMEDIAL SENTENCES		E.S.L.+ SENTENCES		REMEDIAL SENTENCES		E.S.L. SENTENCES		REMEDIAL SENTENCES		E.S.L. SENTENCES		REMEDIAL SENTENCES		E.S.L. SENTENCES	
SCORE	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0	3	0.02	1	0.01	2	0.06	3	0.09	1	0.07	1	0.07	6	0.04	5	0.03
1	7	0.06	16	0.13	4	0.12	4	0.12	1	0.07	1	0.07	12	0.07	21	0.12
2	21	0.17	26	0.21	16	0.48	9	0.27	8	0.59	3	0.22	45	0.26	38	0.22
3	94	0.77	63	0.51	34	1.01	13	0.39	12	0.88	6	0.44	140	0.82	82	0.48
4	160	1.30	74	0.60	67	1.99	18	0.54	14	1.03	8	0.59	241	1.42	100	0.59
5	256	2.08	84	0.68	83	2.47	27	0.80	28	2.06	6	0.44	367	2.16	117	0.69
6	354	2.88	99	0.81	155	4.61	35	1.04	39	2.87	19	1.40	548	3.22	153	0.90
7	500	4.07	125	1.02	202	6.00	38	1.13	62	4.57	14	1.03	764	4.49	177	1.04
8	682	5.55	177	1.44	209	6.21	46	1.37	68	5.01	12	0.88	959	5.64	235	1.38
9	797	6.49	206	1.68	236	7.02	63	1.87	76	5.60	33	2.43	1109	6.52	302	1.78
10	877	7.14	293	2.38	273	8.12	82	2.44	86	6.34	32	2.36	1236	7.27	407	2.39
11	1024	8.33	397	3.23	299	8.89	121	3.60	111	8.18	36	2.65	1434	8.43	554	3.26
12	1076	8.76	504	4.10	310	9.22	143	4.25	146	10.76	47	3.46	1532	9.01	694	4.08
13	1153	9.38	694	5.65	288	8.56	243	7.22	118	8.70	82	6.04	1559	9.17	1019	5.99
14	1173	9.55	885	7.20	283	8.41	296	8.80	115	8.47	118	8.70	1571	9.24	1299	7.64
15	1080	8.79	1186	9.65	272	8.09	359	10.67	104	7.66	128	9.43	1456	8.56	1673	9.84
16	1034	8.42	1541	12.54	239	7.10	417	12.40	125	9.21	167	12.31	1398	8.22	2125	12.49
17	873	7.11	1890	15.38	188	5.59	474	14.09	107	7.89	199	14.66	1168	6.87	2563	15.07
18	682	5.55	1826	14.86	126	3.75	476	14.15	72	5.31	215	15.84	880	5.17	2517	14.80
19	341	2.78	1469	11.96	58	1.72	341	10.14	44	3.24	163	12.01	443	2.60	1973	11.60
20	99	0.81	730	5.94	20	0.59	156	4.64	20	1.47	67	4.94	139	0.82	953	5.60

* P.S.I.: POST SECONDARY INSTITUTIONS

** OTHER PERSONS: THOSE NOT PRESENTLY ENROLLED IN GRADE 12

+ E.S.L.: ENGLISH AS A SECOND LANGUAGE SENTENCES

TABLE VII

DISTRIBUTION OF PROVINCE-WIDE SCORES (COMPOSITION):
ENGLISH PLACEMENT TEST (May 3, 1977)

GRADE 12 STUDENTS

	Applying to P.S.I.*		Not applying to P.S.I.		OTHER PERSONS+		ALL PERSONS WRITING	
SCORE	#	%	#	%	#	%	#	%
0	7	0.06	18	0.54	2	0.15	27	0.16
1	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	3	0.09	0	0.0	3	0.02
3	0	0.0	0	0.0	0	0.0	0	0.0
4	2	0.02	1	0.03	0	0.0	3	0.02
5	0	0.0	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	0	0.0
7	1	0.01	1	0.03	0	0.0	2	0.01
8	1	0.01	1	0.03	0	0.0	2	0.01
9	4	0.03	2	0.06	2	0.15	8	0.05
10	2	0.02	1	0.03	1	0.07	4	0.02
11	4	0.03	6	0.18	1	0.07	11	0.06
12	5	0.04	4	0.12	0	0.0	9	0.05
13	10	0.08	4	0.12	4	0.29	13	0.11
14	14	0.11	5	0.15	2	0.15	21	0.12
15	0	0.0	0	0.0	0	0.0	0	0.0
16	23	0.19	14	0.42	0	0.0	37	0.22
17	34	0.28	9	0.27	6	0.44	49	0.29
18	33	0.27	15	0.45	3	0.22	51	0.30
19	41	0.33	17	0.51	3	0.22	61	0.36
20	48	0.39	12	0.36	3	0.22	63	0.37
21	67	0.55	21	0.62	6	0.44	94	0.55
22	66	0.54	30	0.89	9	0.66	105	0.62
23	87	0.71	34	1.01	9	0.66	130	0.76
24	112	0.91	36	1.07	11	0.81	159	0.93
25	0	0.0	0	0.0	0	0.0	0	0.0
26	122	0.99	44	1.31	10	0.74	176	1.03
27	133	1.08	60	1.78	23	1.69	216	1.27
28	167	1.36	66	1.96	26	1.92	259	1.52
29	187	1.52	69	2.05	18	1.33	274	1.61
30	258	2.10	75	2.23	30	2.21	363	2.13
31	282	2.30	99	2.94	34	2.51	415	2.44
32	320	2.60	93	2.76	36	2.65	449	2.64
33	348	2.83	107	3.18	39	2.87	494	2.90
34	417	3.39	119	3.54	57	4.20	593	3.49
35	0	0.0	0	0.0	0	0.0	0	0.0
36	472	3.84	140	4.16	41	3.02	653	3.84
37	448	3.65	139	4.13	56	4.13	643	3.78
38	494	4.02	181	5.38	44	3.24	719	4.23

FIGURE ONE

Distribution of Province-Wide Scores (Sentences): English Placement Test (May 3, 1977)
Grade 12 Students Applying to Post Secondary Institutions
Remedial Sentences

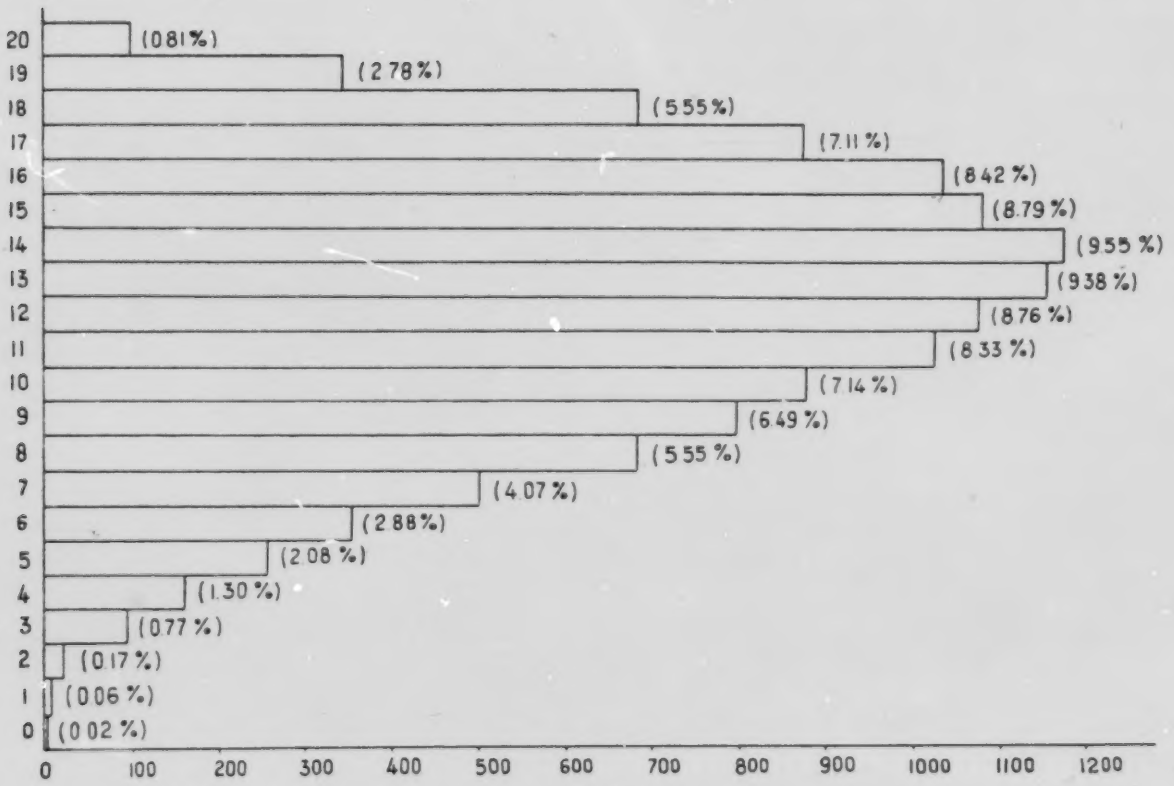


FIGURE TWO

Distribution of Province-Wide Scores (Sentences): English Placement Test (May 3, 1977)
Grade 12 Students Applying to Post Secondary Institutions
English as a Second Language Sentences

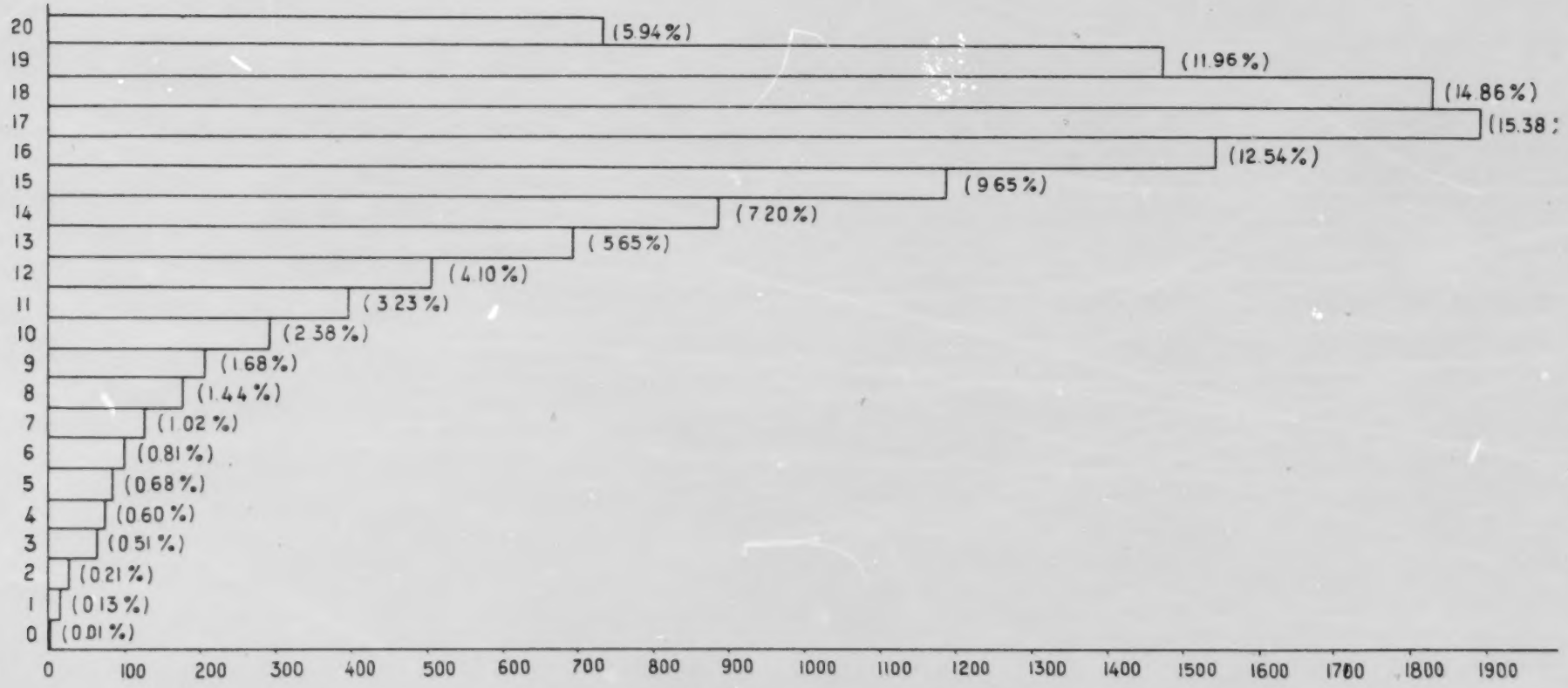


FIGURE THREE

Distribution of Province-Wide Scores (Sentences): English Placement Test (May 3, 1977)
Grade 12 Students Not Applying to Post Secondary Institutions
Remedial Sentences

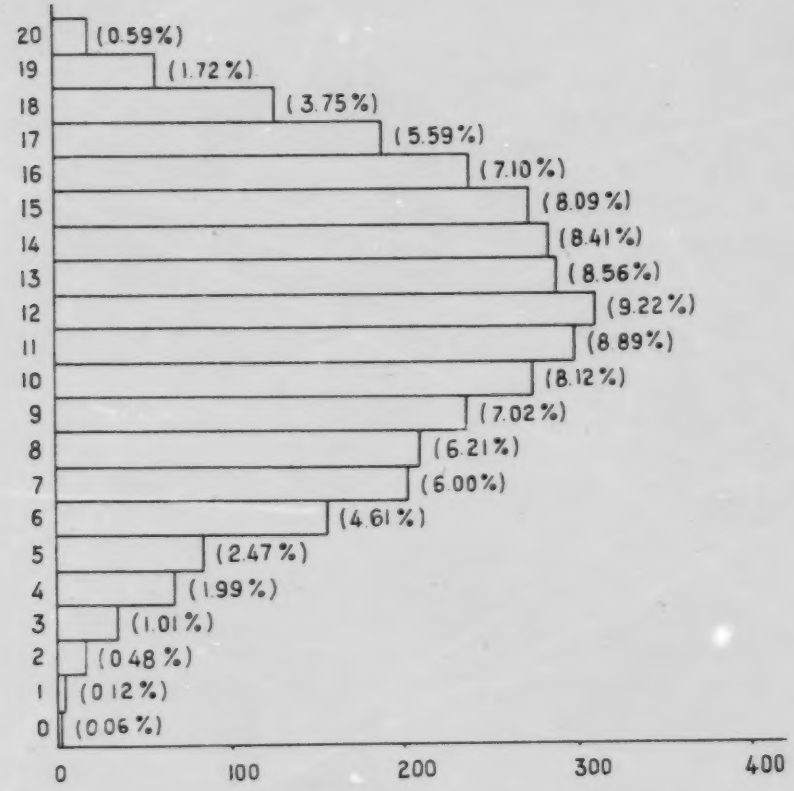


FIGURE FOUR

Distribution of Province-Wide Scores (Sentences): English Placement Test (May 3, 1977)
Grade 12 Students Not Applying to Post Secondary Institutions
English as a Second Language Sentences

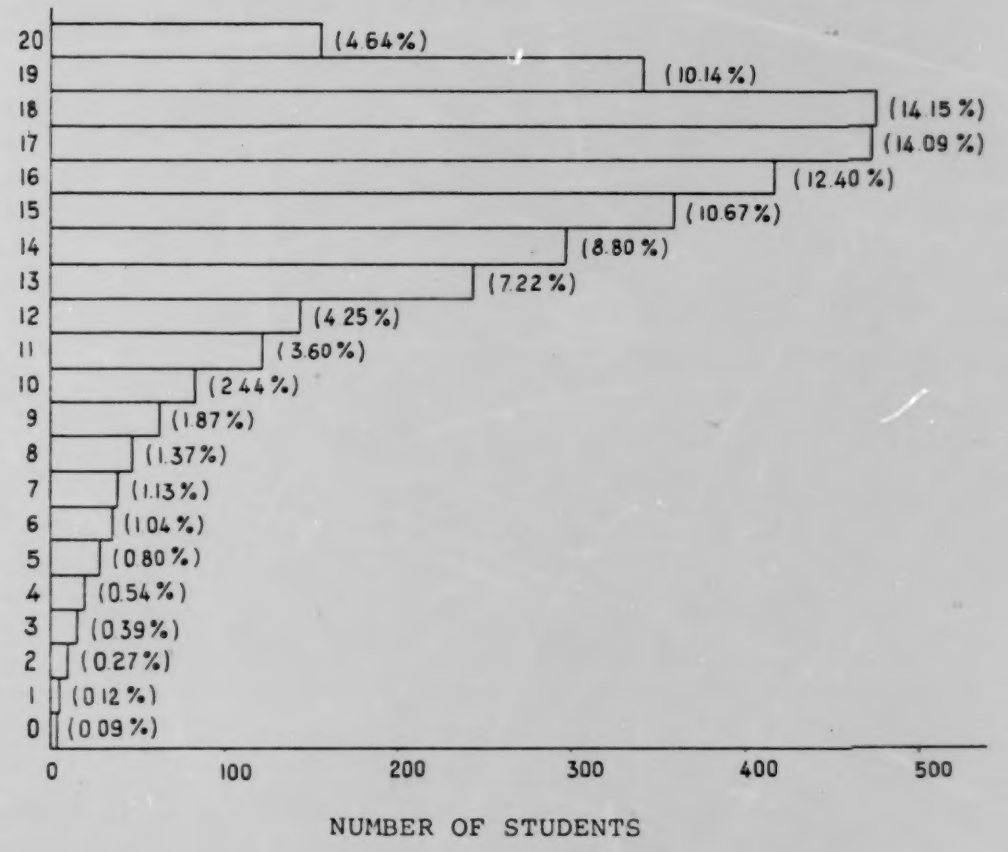


FIGURE FIVE

Distribution of Province-Wide Scores (Sentences): English Placement Test (May 3, 1977)
Persons Not Presently Enrolled in Grade 12
Remedial Sentences

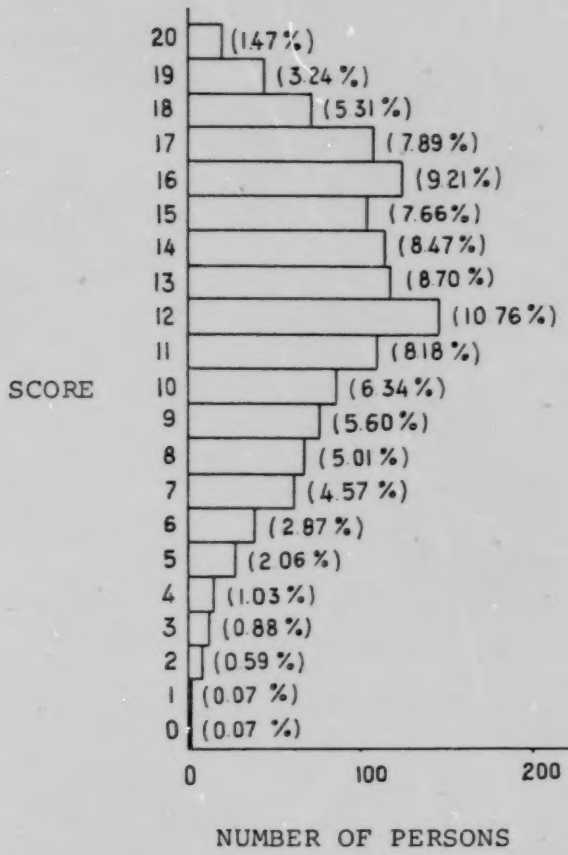


FIGURE SIX

Distribution of Province-Wide Scores (Sentences): English Placement Test (May 3, 1977)
Persons Not Presently Enrolled in Grade 12
English as a Second Language Sentences

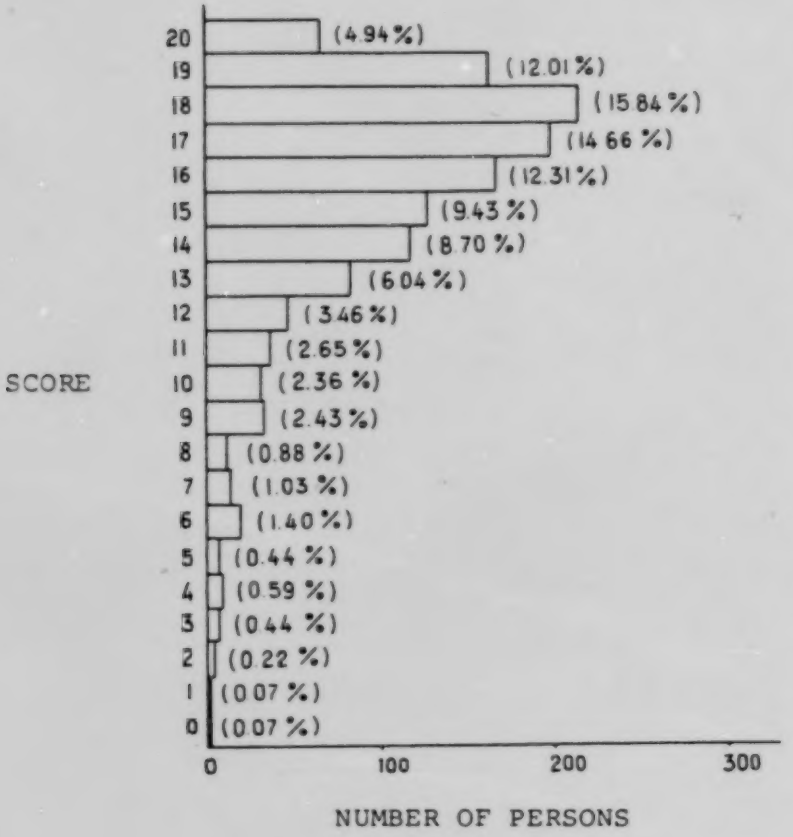


FIGURE SEVEN

Distribution of Province-Wide Scores (Sentences): English Placement Test (May 3, 1977)
All Persons Writing
Remedial Sentences

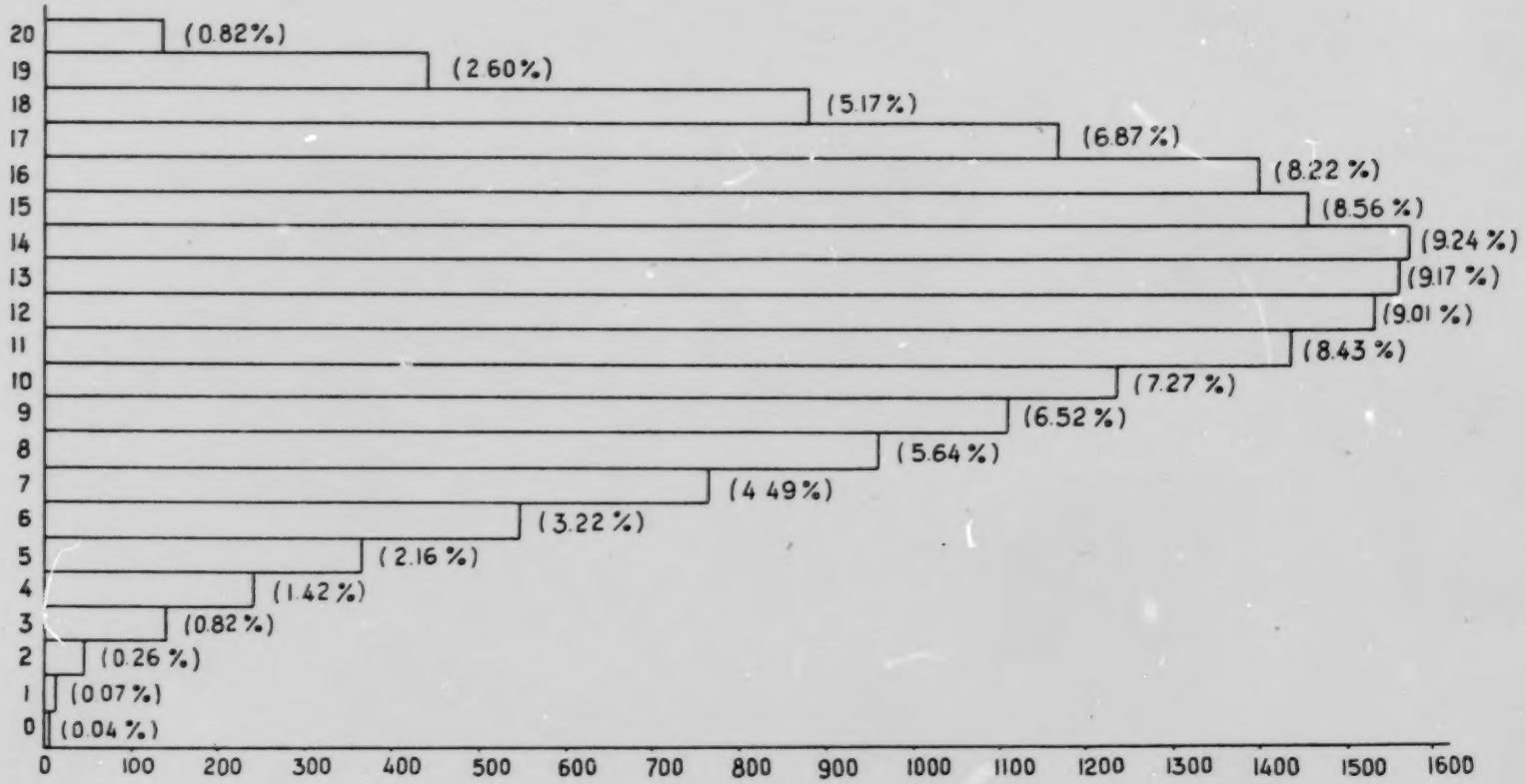


FIGURE EIGHT

Distribution of Province-Wide Scores (Sentences): English Placement Test (May 3, 1977)

All Persons Writing

English as a Second Language Sentences

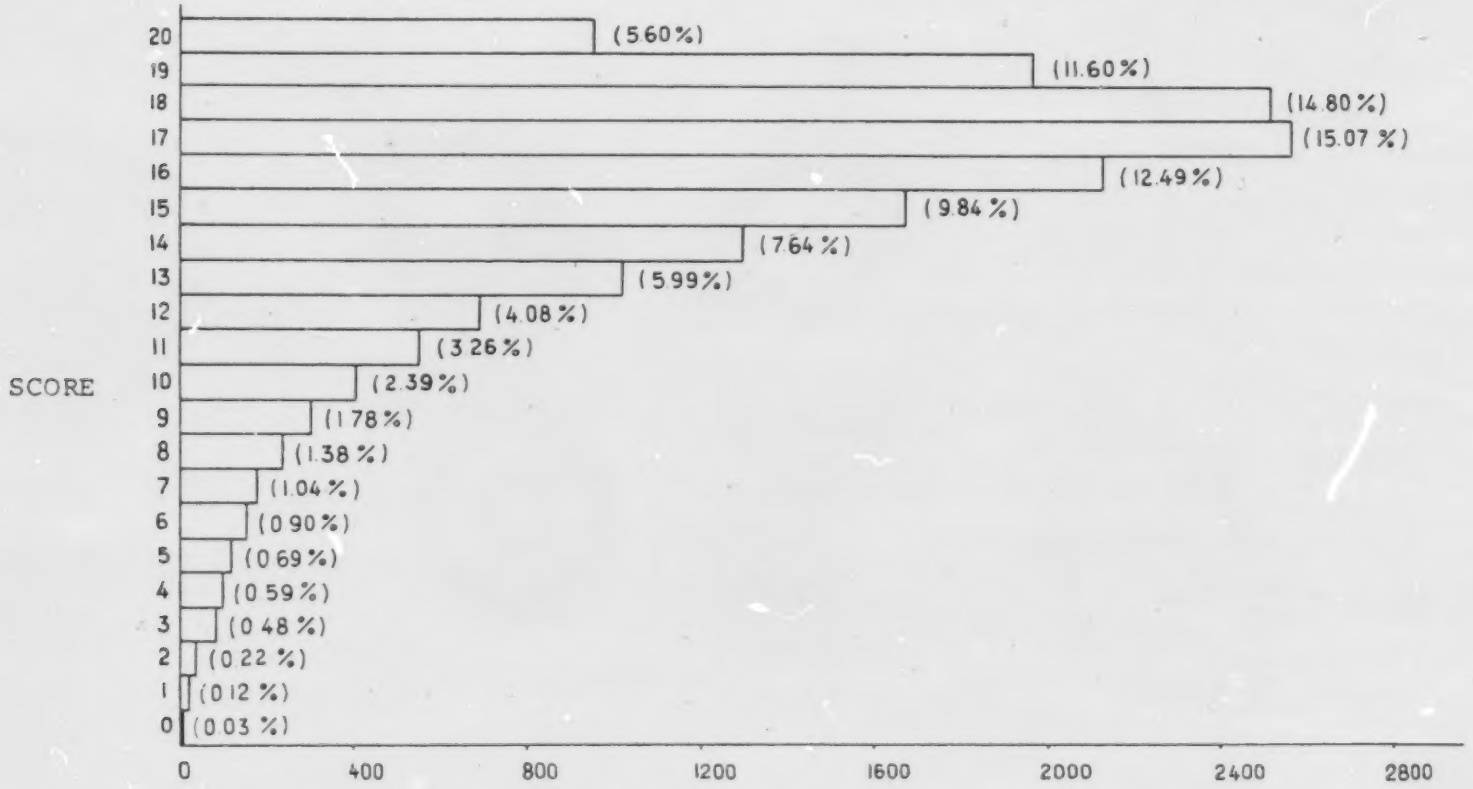


FIGURE NINE

Distribution of Province-Wide Scores (Composition): English Placement Test (May 3, 1977)
Grade 12 Students Applying to Post Secondary Institutions

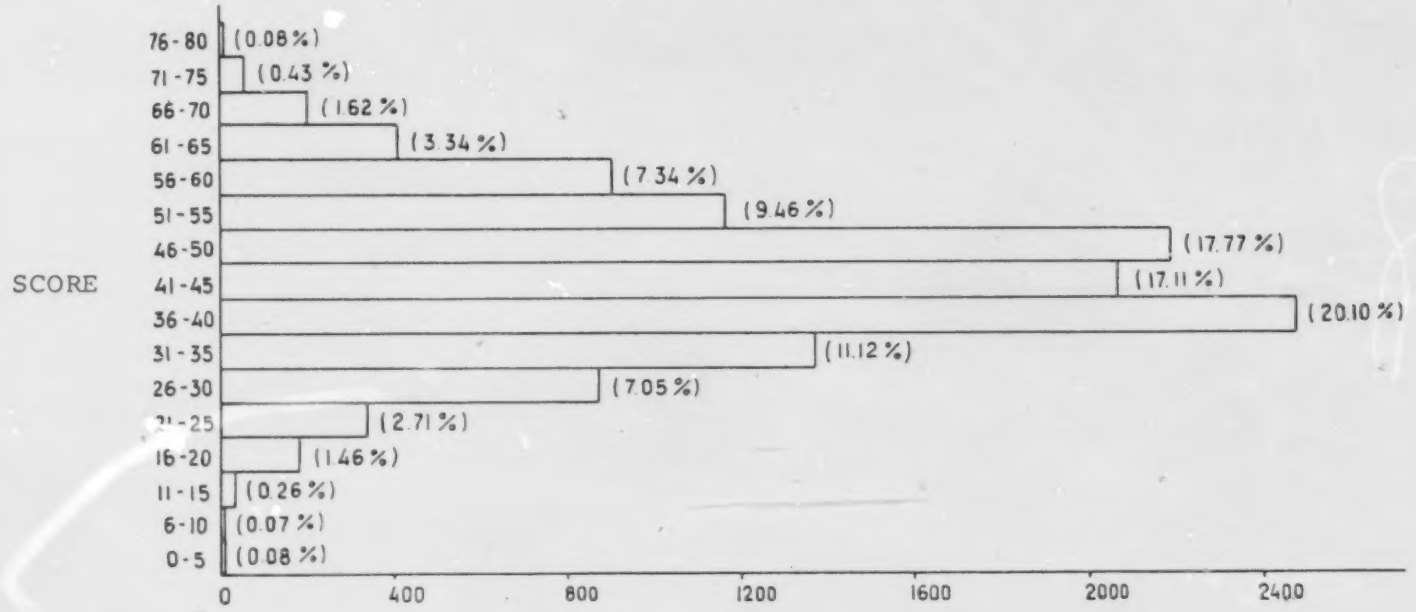


FIGURE TEN

Distribution of Province-Wide Scores (Composition): English Placement Test (May 3, 1977)
Grade 12 Students Not Applying to Post Secondary Institutions

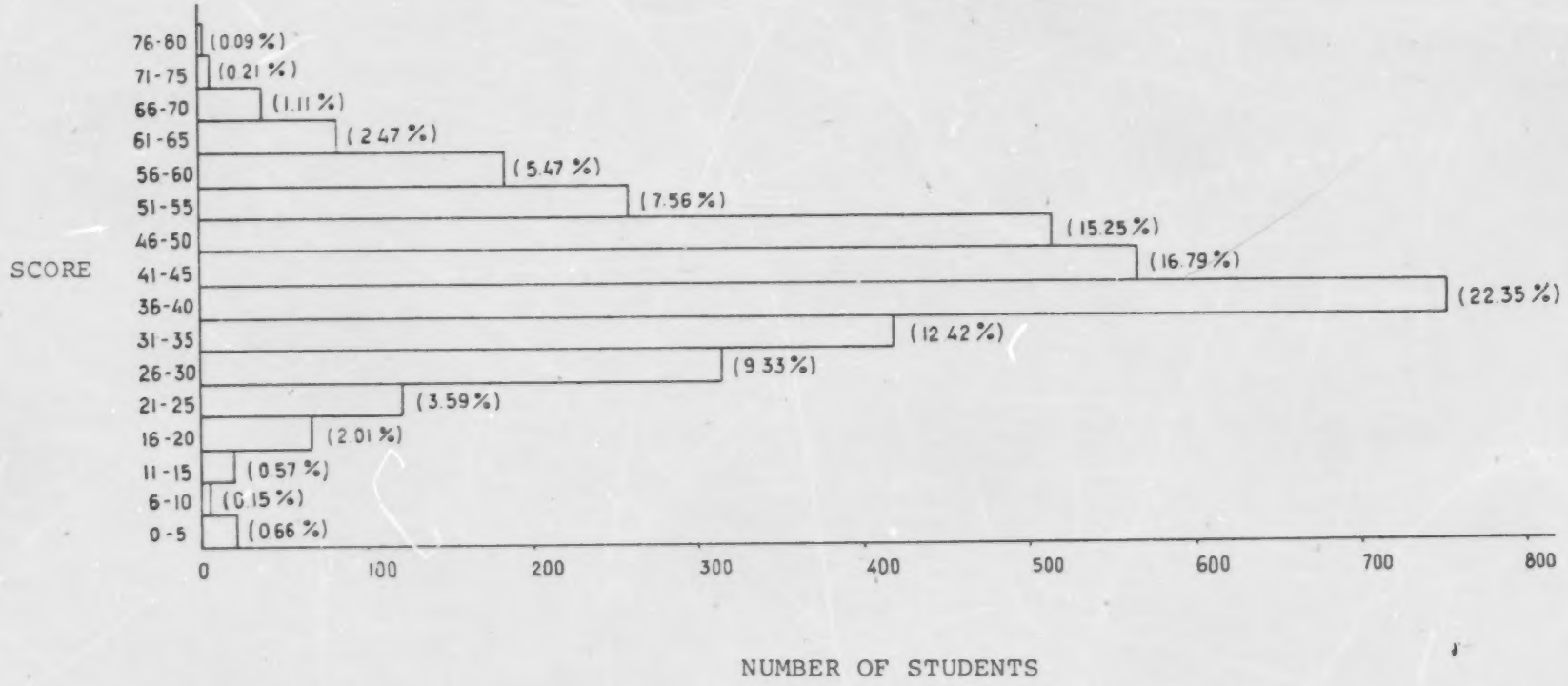


FIGURE ELEVEN

Distribution of Province-Wide Scores (Composition): English Placement Test (May 3, 1977)
Persons Not Presently Enrolled in Grade 12

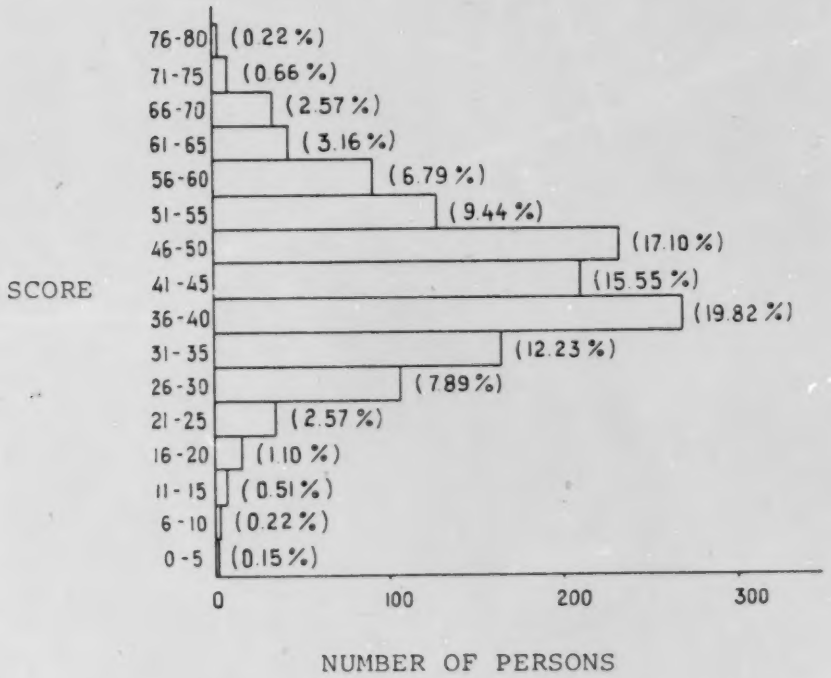
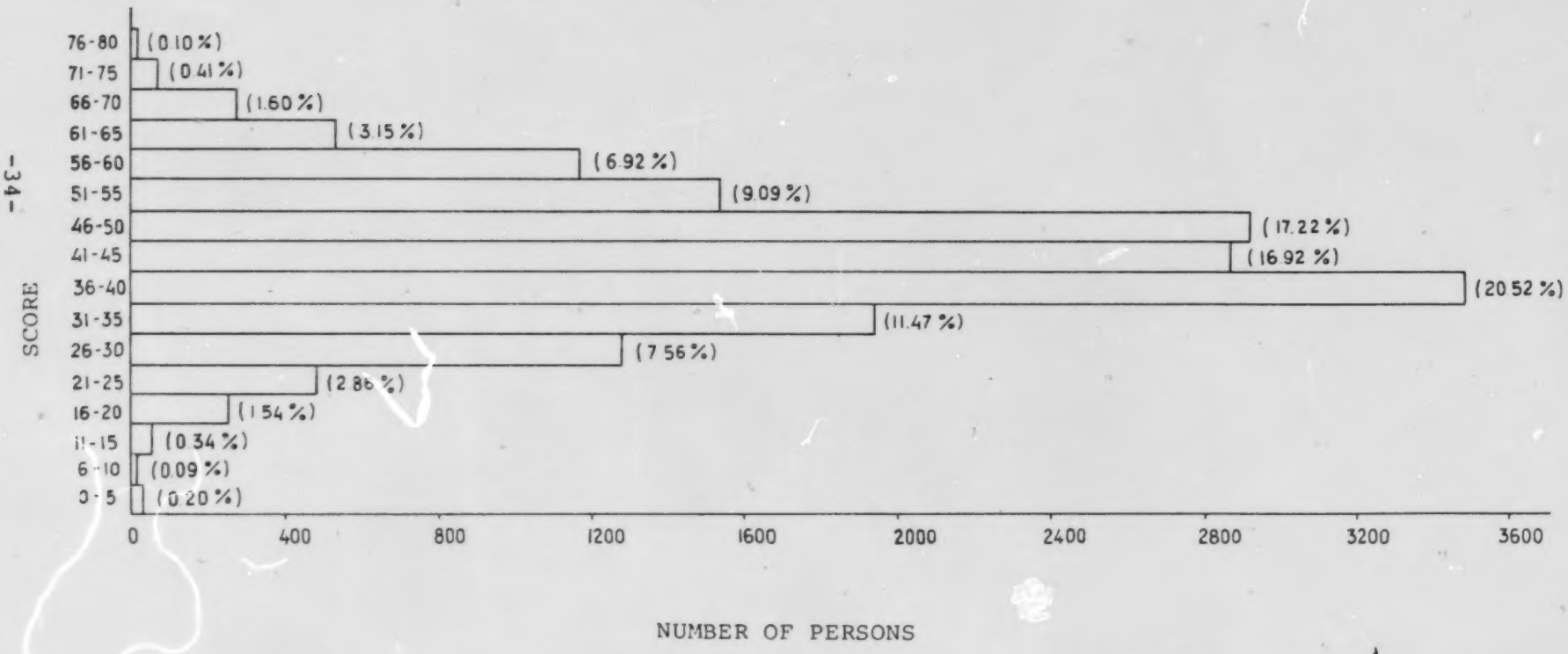


FIGURE TWELVE

Distribution of Province-Wide Scores (Composition): English Placement Test (May 3, 1977)
All Persons Writing



Item Analysis - Section One

See following Tables VIII and IX. (pages 36 to 41)

Composition Marking Analysis

The process of marking was based on a suspicion that markers could not give scores for each of Development, Structure, Sentences and Words without letting a score on one of these influence the score given on another. The greatest possibility for bias was thought to be between the Development/Structure combination and Sentences/Words. This was thought to be a potential problem in scoring compositions for non-native speakers of English whose Development/Structure abilities may be high but Sentences/Words, low. Correlations displayed on the following tables (Table X and Table XI-pages 42 and 43) do not confirm the original suspicion.

Of major concern, of course, was that students receive an accurate measure of their writing ability. The consistency of the marks assigned by the three markers for each paper is a partial measure of the accuracy of the final score assigned. These inter-marker correlations are displayed in Table X and Table XI.(Pages 42 and 43)

REPORTING

Individual Test scores were reported only to students. Student report forms (see Appendix H) were printed directly from a computer and mailed during the week of May 23.

Distributions of scores for grade twelve students in each School District were reported to Superintendents of schools.

TABLE VIII

ENGLISH PLACEMENT TEST
MAY 1977
ITEM STATISTICS-REMEDIAL SCALE - ALPHA=.766

ITEM #	p Values GRADE 12 PSI	GRADE 12 NON-PSI	OTHER PERSONS	ALL PERSONS WRITING	"LOW" GROUP	"HIGH" GROUP	ITEM TOTAL CORRELATION
1. When you return the rented piece of equipment, you will get your deposit back if you haven't broke anything.	.875	.845	.859	.867	.777	.956	.2628
6. If we had of continued down the road very much farther, we would certainly have come across the accident and might have been able to help.	.658	.614	.649	.648	.465	.827	.3272
7. Some plants grow poorly in a dry summer, but do good when the weather is wet.	.604	.533	.631	.592	.361	.817	.4387
8. The public, apathetic for a decade about what television violence is doing to children, is beginning to express its concern. C	.755	.743	.766	.754	.674	.831	.1175
11. Although driver education courses are made available to teenagers, the cost of these courses is often excessively high. C	.687	.676	.716	.688	.609	.764	.0872
12. The main lesson we learn out of this novel is that even a small Ontario town can produce a famous magician.	.232	.205	.220	.226	.108	.341	.2525
13. During the afternoon, I was very much impressed by the fact that she was able to speak so good.	.743	.693	.757	.734	.541	.922	.4356

TABLE VIII (CONT'D)

ENGLISH PLACEMENT TEST
MAY 1977
ITEM STATISTICS-REMEDIAL SCALE - ALPHA=.766

ITEM #	GRADE 12 PSI	GRADE 12 NON-PSI	OTHER PERSONS	ALL PERSONS WRITING	"LOW" GROUP	"HIGH" GROUP	ITEM TOTAL CORRELATION
	P values						
15. We weren't late because we slept in; the reason was because we ran out of gas just outside Popkum.	.483	.447	.481	.476	.300	.647	.3047
16. A company like B.C. Hydro must provide satisfactory service to its customers; it is, therefore, under pressure to plan large new installations to meet future demands.	.807	.806	.817	.807	.748	.865	.1035
17. The time has come where all students must do a little hard work.	.579	.525	.567	.567	.360	.769	.3795
18. The scientist not only invents space ships and discovers new medicines, but also to study how we live and behave.	.852	.828	.851	.847	.725	.966	.3608
22. A public official with her experience should of remembered that it is unwise to insult a member of the opposition.	.775	.748	.763	.768	.603	.930	.3858
23. We must work hard to provide underdeveloped countries with more food, to help them control their population growth, and by increasing their technological capabilities.	.549	.506	.497	.536	.366	.701	.3014

TABLE VIII (CONT'D)

ENGLISH PLACEMENT TEST
MAY 1977
ITEM STATISTICS-REMEDIAL SCALE - ALPHA=.766
p Values

ITEM #	GRADE 12 PSI	GRADE 12 NON-PSI	OTHER PERSONS	ALL PERSONS WRITING	"LOW" GROUP	"HIGH" GROUP	ITEM TOTAL CORRELATION
27. Heat distribution within self-cleaning ovens (are) fairly constant.	.735	.676	.723	.722	.512	.927	.4729
28. People need competition to stimulate them to work (real) hard.	.753	.701	.710	.739	.561	.913	.3977
29. Here is a mechanical development which, in spite of anything that the conservationists might say to the contrary, (enable) us to do the job more efficiently.	.606	.544	.588	.592	.360	.819	.4480
34. I am planning to become a doctor and my counsellor has told me that at university I should register (into) psychology courses.	.237	.206	.321	.238	.561	.913	.3306
35. If people enunciate their words clearly, it helps others understand what (you) are saying.	.730	.692	.722	.722	.552	.888	.3699
39. My neighborhood bicycle shop is excellent, and I am happy to patronize (with) it.	.453	.402	.98	.451	.206	.691	.4565
40. Our new rock group is composed of five musicians all of (which) have a similar taste in music.	.356	.284	.361	.342	.156	.523	.3426

TABLE IX

ENGLISH PLACEMENT TEST
MAY 1977
ITEM STATISTICS-ESL SCALE - ALPHA=.785

ITEM #	p values GRADE 12 PSI	GRADE 12 NON-PSI	OTHER PERSONS	ALL PERSONS WRITING	"LOW" GROUP	"HIGH" GROUP	ITEM TOTAL CORRELATION
2. My friends and I met my parents in the lobby, and after the introducing we all went into the restaurant for dinner.	.699	.658	.707	.692	.490	.829	.2959
3. Over the years English has developed the truly large vocabulary and now has more than 600,000 words.	.756	.729	.757	.750	.551	.886	.3918
4. We must, to begin with, accept the notion that there is good and bad writing, and that the difference between them is not just a matter of opinion.	.790	.789	.811	.791	.669	.875	.2314
5. Sending your old clothes to the Salvation Army is a better idea than just throwing it into the garbage.	.843	.831	.820	.839	.685	.943	.3882
9. Everyone says Banff is a very beautiful place so I am exciting that I will be going there next week.	.908	.904	.919	.908	.807	.977	.3559
10. His hair grows too long that you can hardly tell whether he is a man or a woman.	.780	.756	.783	.775	.577	.910	.3942
14. The annual meeting of the B.C. Fish and Game Society to be held in Kelowna next week will discuss about poisoned fish.	.688	.669	.707	.686	.451	.845	.4017

TABLE IX (CONT'D)

ENGLISH PLACEMENT TEST
MAY 1977
ITEM STATISTICS-ESL SCALE - ALPHA=.785
p values

ITEM #	GRADE 12 PSI	GRADE 12 NON-PSI	OTHER PERSONS WRITING	ALL PERSONS	"LOW" GROUP	"HIGH" GROUP	ITEM TOTAL CORRELATION
19. I experienced an important change of my life when I moved to Canada the year before last.	.735	.189	.678	.721	.514	.861	.3684
20. Even though I was out very late last night, I woke up as usually this morning and hlepted my mother make breakfast.	.873	.870	.844	.870	.734	.962	.3796
21. His older brother, who used to work as a salesman, has now taken up the study of law.	.818	.834	.819	.821	.703	.902	.2095
24. The man who attempts to become a star knows at the outset that years of concentrated effort may be reward with complete failure.	.740	.716	.729	.734	.522	.879	.3748
25. I would have had enough money for a year at university if I hadn't loss my job.	.691	.669	.660	.684	.483	.821	.2969
26. I like Patricia very much and get along with her easily, yet I realize she is a very introvert person.	.383	.323	.428	.375	.142	.533	.3205
30. Linda and her sister are not getting along very well; what Linda hopes is that her sister will get marry and leave home.	.812	.811	.800	.811	.620	.940	.4610

TABLE IX (CONT'D)

ENGLISH PLACEMENT TEST
MAY 1977
ITEM STATISTICS-ESL SCALE- ALPHA=.785
p values

ITEM #	GRADE 12 PSI	GRADE 12 NON-PSI	OTHER PERSONS	ALL PERSONS WRITING	"LOW" GROUP	"HIGH" GROUP	ITEM TOTAL CORRELATION
31. The mathematics course I am taking this year is not too difficult since I am used to do the kind of problems we have in our text book.	.760	.76	.755	.761	.546	.907	.4255
32. After crossed to the mainland by ferry, the traveller from Victoria still has a 30 mile drive into Vancouver.	.901	.886	.909	.898	.788	.974	.3905
33. It is very important that young people be given a feeling of security, and there are numerous ways in which this can be achieved.	.763	.770	.801	.767	.669	.834	.1370
36. Though I had practised for several weeks, I still didn't think I can pass my driver's test.	.772	.759	.772	.769	.566	.907	.3838
37. I am extremely discouraged about my marks in chemistry this term; I felt I am a failure.	.831	.820	.808	.827	.668	.935	.3519
38. One fact about English is that it have had an unsatisfactory spelling system for several hundred years.	.957	.954	.946	.956	.901	.993	.3435

TABLE X

ENGLISH PLACEMENT TEST - MAY - Pearson Correlation Coefficients
-all persons writing.

COMPOSITION SCORES

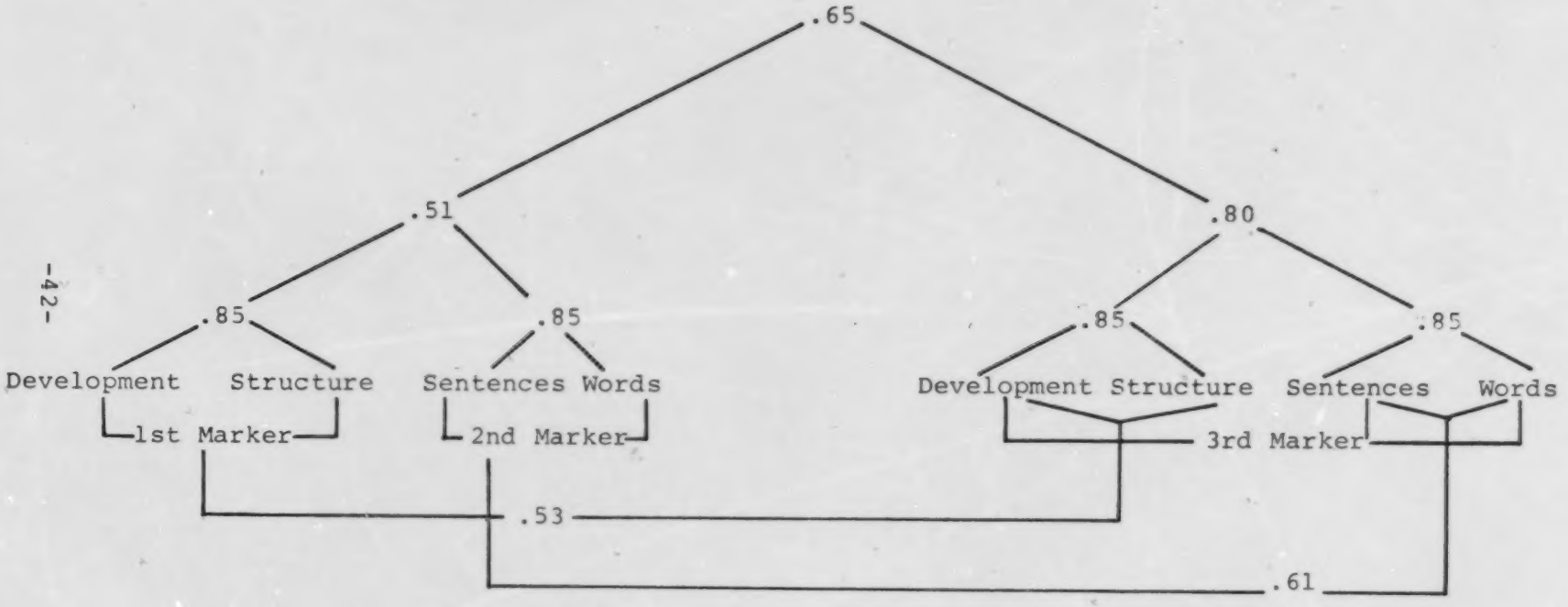
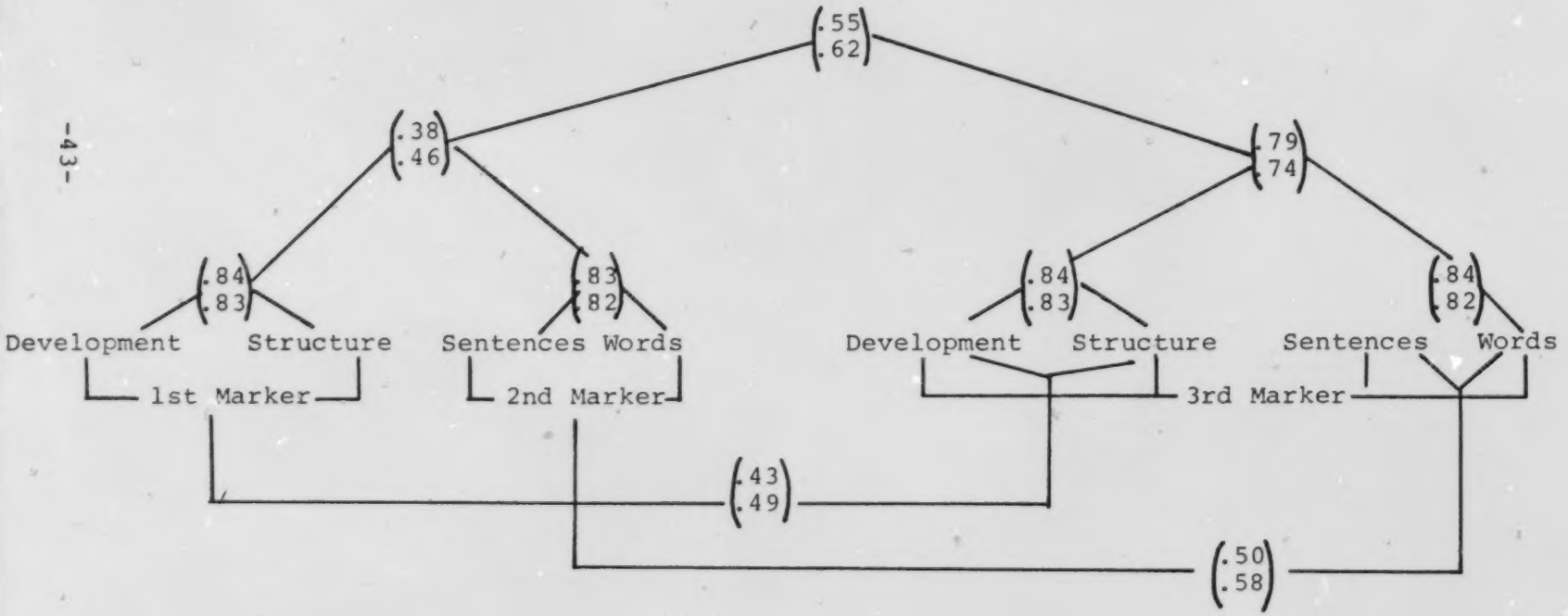


TABLE XI

ENGLISH PLACEMENT TEST - MAY - Pearson Correlation Coefficients -for persons scoring in upper 1/3 and lower 1/3 on ESL sentences of EPT.*

COMPOSITION SCORES

* (upper 1/3 / lower 1/3)



Distributions of scores for students were reported to colleges and universities according to the preferences indicated by students on the Test information page. These distributions included students indicating "Most Likely", "Second Most Likely", and "Third Most Likely" to attend each post-secondary institution.

In a Report to the Minister of Education, Province-Wide Average Scores, School District Average Scores, Independent School Average Scores, College Region Average Scores, and a distribution of scores on the three Test components were presented.

APPENDIX A

NOTES TO MARKERS

In order to achieve a measure of uniformity among a large group of markers, it is necessary to evaluate each essay according to a set of categories. There will be some overlap between categories, and between the classifications within each category. Moreover, an essay may belong to one of the classifications without necessarily displaying all of the symptoms described under that classification.

Some of the more common difficulties of classification are as follows:

(1) Essays that are too short or too long. The instructions call for an essay of 300 - 500 words. Essays which fall outside the limits by more than 100 words in either direction should be penalized for "The Development of the Ideas". Those essays which are shorter than required should be more severely penalized by being ranked in the Low classification.

(2) Narrative. The expository mode is required. While an expository essay can contain some narrative development, an over-dependence on narrative might be construed as a failure to properly address the topic. Unless a thesis that has a direct bearing on the topic is clearly implied in such an essay, the essay should receive no more than a Low ranking for "The Development of the Ideas".

(3) Short paragraphs. One of the most common faults of the student writer is the failure to properly develop, expand, and support his main points. The result: a series of short, one-, two-, and three-sentence paragraphs. This lack of proper development should be reflected in the score for "The Development of the Ideas", and should be distinguished from the paragraph fragment,

which occurs when an idea, although adequately developed, is unnecessarily fragmented into more than one paragraph. This structural fault should be reflected in the score for "The Structure of the Essay".

Reminders

- The more sophisticated writer will often deliberately "violate" a rule or vary a pattern for effect: a slang expression is consciously introduced, a sentence fragment is used as a virtual sentence, a one-sentence paragraph is employed to emphasize an important point, etc.

- It is important to ensure that non-native writers are not penalized in all four criteria areas for weaknesses in sentences and words only--unless the errors are serious enough to obscure meaning or impair the flow of ideas.

APPENDIX A

CRITERIA FOR SCORING ESSAYS

1. DEVELOPMENT OF IDEAS

High. (Ranked 9,8 or 7). The essay is clearly related to the topic chosen, while the development of the topic offers a fresh approach and provides insight into the topic. The thesis and the main supporting points are developed fully in a logical, persuasive, thought-provoking manner. The development is narrowed to a suitably specific focus--not suspended at the level of generalizations and commonplaces. The main idea is kept clearly in focus throughout the essay; there is no unnecessary digression, repetition of ideas, or extraneous detail.

Middle. (Ranked 6,5 or 4). The essay has a main idea, although it is not clearly stated or kept in focus throughout. There is a tendency to digress, give undue emphasis to minor points, gloss over important points, or repeat points unnecessarily. The essay lacks originality and interest: the development is restricted to generalizations and commonplaces--specific, concrete support is weak or absent. The development is skimpy, often reflected by short, one- and two-sentence paragraphs. The arguments are too one-sided. The development is adequate but pedestrian.

Low. (Ranked 3, 2 or 1). It is hard to tell what points the student is trying to make; or the points are so obvious, silly, overgeneralized, illogical, or contradictory that the essay makes little sense. Points are repeated in slightly different words. No central idea governs: the

thoughts drift, lacking all ballast and direction. Essays that merely pay lip service to the topic, but actually avoid the topic altogether, and essays that offer unreasonably one-sided arguments, should be placed in this category.

2. STRUCTURE OF THE ESSAY

High. (Ranked 9,8 or 7). The paper has an overall plan, point of view, and sense of direction. The paragraphing reflects and reinforces the structure of the main points and ideas. The essay has an appropriate beginning, and moves to a logical conclusion or restatement of the thesis. The most important points are strategically placed for emphasis. Each paragraph is unified around a clear focus. The transition within and between the paragraphs is clear and smooth (without being mechanical), allowing the reader to move from point to point with a sense of coherence and momentum.

Middle. (Ranked 6, 5 or 4). The structure of the essay is not immediately clear, or is overly mechanical. Paragraph unity and coherence are weak. Transition could easily be improved--either it is lacking, or it is restricted to the simplest devices. The order of points is adequate, but no more than adequate.

Low. (Ranked 3, 2 or 1). The main points are not clearly separated from one another, and they come in haphazard order. Coherence and a clear sense of direction are absent. The essay shifts focus or point of view. The paragraphing

contributes little or nothing to the structure of the ideas. The beginning and ending are indistinguishable from the body of the essay, or they are ineffective. Transitional devices are lacking or extremely mechanical.

3. SENTENCES (STRUCTURE, GRAMMAR, PUNCTUATION)

High. (Ranked 9,8 or 7). The sentences are clear and demonstrate a variety of length and structure. There is clear evidence that the writer is able to use subordinate structures, and is not limited to simple and compound sentences. Errors, if any, are isolated and relatively minor.

Middle. (Ranked 6,5 or 4). The sentences lack variety in length and structure. The writer is able to construct familiar sentence patterns, but is prone to error and avoids sophisticated structures, such as parallelism, subordination, etc. There is reasonable control of the comma, but semicolons and other marks of internal punctuation are absent or used incorrectly or indiscriminately.

Low. (Ranked 3,2 or 1). There are errors in sentence structure, grammar, or punctuation such as to obscure the meaning or seriously impair the flow of ideas.

4. WORDS (PRECISION, VOCABULARY, LEVEL OF USAGE, SPELLING)

High. (Ranked 9,8 or 7). Words are used precisely and imaginatively. The vocabulary appears to be wide-ranging. Wordiness and pretentious diction are absent. The diction is specific and concrete where appropriate--not restricted to the abstract and general. The level of usage is consistent, neither too formal nor too informal (except for

deliberate effect). Misspellings, if any, are few, and not "glaring".

Middle. (Ranked 6,5 or 4). The phrasing is standardized, ordinary--sometimes hackneyed, never fresh. There is evidence of imprecision and wordiness. There are inconsistencies in the level of usage, especially in the direction of overly informal expressions. Some jargon or pretentious diction is evident. Spelling is perhaps a noticeable problem, with some errors in regular words as well as in more difficult words.

Low. (Ranked 3,2 or 1). Imprecise and wrong words abound. The phrasing is vague, general, wordy. The level of usage is frequently too informal. Spelling is a definite problem. An essay written in an overly simplistic vocabulary may also get a "Low" rating, even if no word is clearly wrong. Similarly, excessive wordiness or gobbledygook deserves a "Low" rating.

APPENDIX B

BRITISH COLUMBIA
POST-SECONDARY

ENGLISH PLACEMENT TEST

May, 1977

The scores from this test are to be used for assigning students to appropriate post-secondary English courses. Scores from this test will be reported only to students. Students may then send scores as requested by post-secondary institutions.

This test has two sections. Section One asks students to circle incorrectly used words in forty sentences. Section Two asks students to write an expository essay.

The total time allowed for this test is 2½ hours.

PAPER NUMBER 13598

Are you presently enrolled in grade twelve?

Yes [ ]

No [ ]

please ensure that this number is the same as the number on Section Two of the test.

STUDENT NAME

family name given name

ADDRESS

street or post office box

city or town

Enter the numbers for the three post-secondary institutions to which you are most likely to apply for admission. If you do not plan to apply to any post-secondary institution on the list within the next year, enter a "0" in the box beside "Most Likely".

[ ] Most Likely [ ] Second Most Likely [ ] Third Most Likely

Community Colleges

1. Camosun College
2. Capilano College
3. Cariboo College
4. College of New Caledonia
5. Douglas College
6. East Kootenay College
7. Fraser Valley College
8. Malaspina College
9. North Island College
10. Northern Lights College
11. Northwest College
12. Okanagan College
13. Selkirk College
14. Trinity Western College
15. Vancouver Community College

Universities

16. University of British Columbia
17. Simon Fraser University
18. University of Victoria

Technical

19. British Columbia Institute of Technology

SECTION ONE – ENGLISH USAGE

Read the 40 sentences that follow and decide which are correct as they stand, and which contain an error in grammar or usage. If you think a sentence is correct, circle the "C" that is found on the right of each sentence. If you think a sentence is incorrect, circle any one word in the sentence that you think is used incorrectly. Circle no more than one word. You can assume that punctuation and spelling are correct.

1.	When you return the rented piece of equipment, you will get your deposit back if you haven't broke anything.	C
2.	My friends and I met my parents in the lobby, and after the introducing we all went into the restaurant for dinner.	C
3.	Over the years English has developed the truly large vocabulary and now has more than 600,000 words.	C
4.	We must, to begin with, accept the notion that there is good and bad writing, and that the difference between them is not just a matter of opinion.	C
5.	Sending your old clothes to the Salvation Army is a better idea than just throwing it into the garbage.	C
6.	If we had of continued down the road very much farther, we would certainly have come across the accident and might have been able to help.	C
7.	Some plants grow poorly in a dry summer, but do good when the weather is wet.	C
8.	The public, apathetic for a decade about what television violence is doing to children, is beginning to express its concern.	C
9.	Everyone says Banff is a very beautiful place so I am exciting that I will be going there next week.	C
10.	His hair grows too long that you can hardly tell whether he is a man or a woman.	C
11.	Although driver education courses are made available to teenagers, the cost of these courses is often excessively high.	C
12.	The main lesson we learn out of this novel is that even a small Ontario town can produce a world famous magician.	C
13.	During the afternoon, I was very much impressed by the fact that she was able to speak so good.	C
14.	The annual meeting of the B.C. Fish and Game Society to be held in Kelowna next week will discuss about poisoned fish.	C
15.	We weren't late because we slept in; the reason was because we ran out of gas just outside Popkum.	C
16.	A company like B.C. Hydro must provide satisfactory service to its customers; it is, therefore, under pressure to plan large new installations to meet future demands.	C
17.	The time has come where all students must do a little hard work.	C
18.	The scientist not only invents space ships and discovers new medicines, but also to study how we live and behave.	C
19.	I experienced an important change of my life when I moved to Canada the year before last.	C

20.	Even though I was out very late last night, I woke up as usually this morning and helped my mother make breakfast.	C
21.	His older brother, who used to work as a salesman, has now taken up the study of law.	C
22.	A public official with her experience should of remembered that it is unwise to insult a member of the opposition.	C
23.	We must work hard to provide underdeveloped countries with more food, to help them control their population growth, and by increasing their technological capabilities.	C
24.	The man who attempts to become a star knows at the outset that years of concentrated effort may be reward with complete failure.	C
25.	I would have had enough money for a year at university if I hadn't loss my job.	C
26.	I like Patricia very much and get along with her easily, yet I realize she is a very introvert person.	C
27.	Heat distribution within self-cleaning ovens are fairly constant.	C
28.	People need competition to stimulate them to work real hard.	C
29.	Here is a mechanical development which, in spite of anything that the conservationists might say to the contrary, enable us to do the job more efficiently.	C
30.	Linda and her sister are not getting along very well; what Linda hopes is that her sister will get marry and leave home.	C
31.	The mathematics course I am taking this year is not too difficult since I am used to do the kind of problems we have in our text book.	C
32.	After crossed to the mainland by ferry, the traveller from Victoria still has a 30 mile drive into Vancouver.	C
33.	It is very important that young people be given a feeling of security, and there are numerous ways in which this can be achieved.	C
34.	I am planning to become a doctor and my counsellor has told me that at university I should register into psychology courses.	C
35.	If people enunciate their words clearly, it helps others understand what you are saying.	C
36.	Though I had practised for several weeks, I still didn't think I can pass my driver's test.	C
37.	I am extremely discouraged about my marks in chemistry this term; I felt I am a failure.	C
38.	One fact about English is that it have had an unsatisfactory spelling system for several hundred years.	C
39.	My neighborhood bicycle shop is excellent, and I am happy to patronize with it.	C
40.	Our new rock group is composed of five musicians all of which have a similar taste in music.	C

APPENDIX B

Paper Nº 991

ENGLISH PLACEMENT TEST
SECTION TWO – COMPOSITION

please ensure that this number is the same as the number on Section One of the test.

Read the suggested essay topics found below. Choose the one that you feel you can write on most effectively and then write an expository essay (not just a simple narration) on the topic you have chosen, developing it in the way suggested in each case. You are encouraged to make a rough plan and draft on the left-hand pages.

Your essay should consist of several well-developed paragraphs and should be somewhere between 300 and 500 words in length. Be sure to allow yourself time to revise your initial draft. The final version is to be written under "Finished Work" on the right. Only that which is written on the right-hand pages will be marked.

A final note: what you write will be graded on how adequately and specifically you develop your central idea, as well as on such other matters of composition as word choice, sentence structure, spelling and punctuation.

ESSAY TOPICS

1. Suppose that someone has said to you, "Your decision to go to college or university is selfish; you ought to get a job next year and make yourself useful". Write an essay showing how you would reply to such a comment. What arguments would you develop to defend your decision?

2. If the Minister of Education asked you to propose one major change in the B.C. school system, what would you suggest? Give reasons to support your suggested reform.

3. Perhaps you have already decided on the profession you hope to enter. If so, write an essay that describes your choice of profession and give specific reasons why you think you will suit your chosen profession, and it will suit you.

4. If you are one of those fortunate people who has experienced life in two different types of community, write an essay of contrast pointing out two or three significant ways in which the two communities you have lived in differ.

5. It has been suggested that juvenile delinquency is the result of inadequate parental control, and, therefore, parents should be responsible in law for damages caused by their children. Write an essay supporting or arguing against this point of view.

FIRST MARKERS				SECOND MARKERS			
Development	Structure	Sentences	Words	Development	Structure	Sentences	Words

APPENDIX C
ENGLISH PLACEMENT TEST

February 19

Students entering the listed post-secondary institutions and programs are required or recommended to take the English Placement Test.

B.C. INSTITUTE OF TECHNOLOGY

Administrative Management
Broadcast Communications
Computer Programming & Systems
Financial Management
Hotel, Motel & Food Services Management
Marketing Management
Operations Management
Biomedical Electronics
Environmental Health Technology
Health Data
Medical Laboratory
Medical Radiography
Nuclear Medicine
Registered Nursing
Registered Psychiatric Nursing
Biological Science
Building
Chemical & Metallurgical
Civil & Structural
Electrical & Electronics
Forest Resources
Forest Products
Instrumentation & Systems
Mechanical
Mining
Natural Gas & Petroleum
Surveying

DOUGLAS COLLEGE

- all students taking more than two courses (6 credits)

EAST KOOTENAY COLLEGE

University Transfer Program

FRASER VALLEY COLLEGE

"desirable for students entering the University Transfer Program, specifically English 100"

MALASPINA COLLEGE

- required for any 1st year English or Writing Course

NORTHERN LIGHTS COLLEGE

University Transfer Program

OKANAGAN COLLEGE

All University Transfer Programs
Business Administration
Civil & Construction Technology
Early Childhood Education
Electronic Engineering Technology
Fine Arts
Diploma in Nursing

CAMOSUN COLLEGE
University Transfer
Business Administration
Hotel, Motel Restaurant Administration
Secretarial Science
Applied Communication
Criminal Justice Diploma Program
Social Service Core
Engineering Science Core
Laboratory Sciences Core
Medical Laboratory Technology

CAPILANO COLLEGE
All first year English courses
Humanities General 100
General Studies 100/101-CapA

CARIBOO COLLEGE
(full time and part time students)
University Transfer
Career Program English Courses
Business Administration
  Accounting
  General Business
  Secretarial Arts
Communications Media
Leisure & Recreation Studies
Medical Laboratory Technology
Nursing Diploma

COLLEGE OF NEW CALEDONIA
Arts & Science
University Transfer
Business Administration
Construction Technology
Data Processing
Diploma Nursing
Forest Resource Technology
Medical Laboratory Technology
Professional Secretary

SELKIRK COLLEGE
University Transfer
Forestry
Wildland Recreation
Aviation
Business Administration
Electronics
Nursing

SIMON FRASER UNIVERSITY
All students entering first year (subject to confirmation by Senate)

VANCOUVER COMMUNITY COLLEGE
Arts & Science
Accounting
Art in Merchandising
Court Reporting
Criminal Justice
Data Processing
Early Childhood Education
Fine Arts
Finance & Investment
Food Services Technician
Journalism
Library Technician
Marketing & Sales
Nursing
Photography Technician Training
Realty Appraisal
Recreation Leadership
Teacher Assistant
Theatre Arts
Welfare Aide
Music Diploma Program

UNIVERSITY OF BRITISH COLUMBIA
All students entering first year

UNIVERSITY OF VICTORIA
All programs (either English Placement Test or Provincial Scholarship Composition Test

NOT USING ENGLISH PLACEMENT TEST SCORE: North Island College
Northwest College

APPENDIX C

February 28, 1977

Superintendent of Schools

ENGLISH PLACEMENT TEST

Arrangements for the MAY 3 English Placement Test are now being finalized. Over the last two months, secondary school principals and English department heads have been receiving materials related to the test. A package containing everything issued to this date is enclosed:

Some essential points:

1. May 3 (a.m.) 2 1/2 hour test in all schools enrolling grade twelve;
2. most students attending post-secondary institutions are required to write the test;
3. scores will be reported to students only;
4. analysis of scores will be reported to school districts;
5. August (at post-secondary institutions) and November (at secondary institutions again) are the next test dates.

If there is information you require or a concern you wish to express, please call me without hesitation.

Lloyd MacDonald, Ph.D.,
Project Director

APPENDIX C

educational research
institute of
british columbia

second floor, 1237 burrard street, vancouver, b.c. V6Z 1Z6 • 688-8574

January 28, 1977.

To: Principals
English Department Heads

ENGLISH PLACEMENT TEST

A test of English usage and composition ability is being designed to assist B.C. colleges and universities in placing incoming students in first year English courses appropriate to their needs. Most post-secondary institutions now offer remedial composition courses to students identified early in regular English courses. The English Placement Test is intended to provide a uniform test of English usage and composition abilities to assist in the placement process. English Placement Test scores will be used only for assignment to English courses; they will not be used as basis for admission to a post-secondary institution.

The Educational Research Institute of B.C. is under contract with the Ministry of Education to design and administer the testing program.

The English Placement Test will be offered three times a year during the two year trial period; in May, in August, and in November or December. The first test date is May 3, 1977. This test will be administered as part of the regular school day in all schools presently enrolling grade twelve students. Detailed instructions for administration and supervision will be issued at a later date.

The August test will be offered at post-secondary institutions only. The November or December test will again be offered in all secondary schools. It is intended that only those students planning to apply for admission to post-secondary institutions write the English Placement Test.

The English Placement Test of English usage and composition will be comprised of an "objective" section and a composition section. A series of forty sentences, in which the student is required to identify the errors, makes up the objective section. One half of these sentences will contain errors most common among native speakers of English; the other half will contain errors common among speakers for whom English is not a native language. In the composition section, students will be required to write a 500 word expository essay on a topic chosen from a given list of five. Students will be allowed two and one half hours to complete the test. Criteria on which compositions will be marked are to be issued shortly for the information of students and teachers.

Scores for each section of the test will be reported separately to provide not only an indication of a student's over-all ability in written English, but also will suggest areas of more specific need. Scores on the English Placement Test will be reported only to students. Each student will then pass official copies of scores (multiple copies will be provided) to post-secondary institutions as required.

An analysis of scores (which will not identify individual students or schools) will be reported to school districts. Similarly, an analysis of scores will be reported to colleges for students in their college region. A province-wide analysis of scores will be reported to the Ministry of Education.

Each post-secondary institution will make its own interpretation of test scores for student placement purposes. No provincial standard of acceptable achievement will be applied.

The Educational Research Institute of B.C. will be employing teachers of English to mark composition sections of the English Placement Test. Marking centres will be located in Castlegar, Kamloops, Prince George, Victoria and Vancouver. Advertisements for markers will be placed in February and March.

English Placement Test information bulletins will be issued through February and March detailing such items as:

1. The post secondary institutions and programs for which the English Placement Test is a requirement.

2. An announcement to students of the purposes and procedures for the test.

3. The criteria on which compositions will be marked.

4. A request for an estimate of the number of students expected to write the May 3 test.

5. Instructions to test administrators and supervisors.

Students will be required to use a Social Insurance Number as identification. Students not in possession of a Social Insurance Number may obtain one through application at a Canada Manpower Office. (Accommodation will be made for students showing up to write the test without a Social Insurance Number.)

Teachers of grade twelve English may wish to discuss the English Placement Test with students now or wait until more detailed information is issued. All efforts made by teachers to inform students

of the test will be appreciated.

Teachers wishing information on the English Placement Test or wishing to express a concern are encouraged to contact the project director directly by mail or by telephone.

Lloyd MacDonald
Project Director

APPENDIX C

ENGLISH PLACEMENT TEST

NOTES TO STUDENTS

WHAT?

The English Placement Test is an assessment of English usage and composition ability. It is designed to assist B.C. colleges and universities in placing in-coming students in first year English courses appropriate to their needs. English Placement Test scores will be used only for assignment to courses; they will not be used as a basis for admission to a post-secondary institution.

WHEN?

The first test date is MAY 3, 1977, when the test will be offered in all secondary schools. The test will be offered in August at post-secondary institutions and again in November in all secondary schools.

WHO?

Students planning to attend any B.C. post-secondary institution should examine the accompanying list of institutions and programs to determine if taking the English Placement Test is a requirement. (It is a requirement for most first-year students in most post-secondary institutions.)

No application is required in order to write the test. Details of the arrangements will be announced in each school.

Students will be asked to put their Social Insurance Number on the test paper for identification purposes. Students not having a Social Insurance Number at the time of the test will be assigned another identification number.

THE TEST

The English Placement Test has two main sections. The first section is a series of forty sentences in which the student is required to circle the incorrectly used words. These sentences contain errors common to persons for whom English is an additional language and errors common to persons for whom English is the first language. The major section of the test is a 300-500 word expository composition. Each composition will be marked twice to ensure fairness. Compositions will be marked for development, structure, sentences, and words. Details of marking criteria can be obtained from English teachers.

Two and one-half hours will be allowed for the tests.

SCORE REPORTING

Scores on the test will be reported directly to students. Multiple copies of score forms will be provided. Students will send a copy of the test score form to post-secondary institutions as required.

February 1977

APPENDIX C

ENGLISH PLACEMENT TEST
COMPOSITION MARKERS

Higher Pay Rate

An earlier advertisement for composition markers incorrectly stated that the total payment for markers for two Friday evenings, two Saturdays and two Sundays would be a mere $250.

$300

To correspond with payment policies for other testing programs, markers will receive a full day's honorarium for each of the two Friday evening marking sessions making $300 the total for each marker.

IN ADDITION

In addition, expenses will be covered up to $3.50 for breakfast, $4.00 for lunch and $7.00 for dinner. Automobile travel allowance will be 17¢/mile for small cars and 23¢/mile for large cars. Hotel accommodations will be paid.

Teachers of English are required to mark the composition section of the English Placement Test. Persons having taught or marked papers from grade twelve or first year post-secondary English courses within the last two years are invited to apply. Approximately three hundred markers will be employed.

Marking centres will be located in Castlegar, Kamloops, Prince George, Victoria and Vancouver.

Compositions will be marked on Friday evenings, Saturdays and Sundays on the two weekends of May 6-8 and May 13-15. The total marking time will cover the equivalent of 5 seven hour days. Markers must agree to be present at all sessions.

Markers will receive an honorarium of $50 per day for their involvement.

Persons wishing to apply should do so in writing, stating briefly relevant university training and experience teaching or marking grade twelve or first year post-secondary English.

Applications should be mailed no later than March 14, 1977. Please address applications to:

E.R.I.B.C. - Markers
Second Floor,
1237 Burrard Street,
Vancouver, B.C.
V6Z 1Z6

APPENDIX D

THE VANCOUVER SUN: SAT., JULY 16, 1977 ★★★★13

ENGLISH PLACEMENT TEST for Post-Secondary STUDENTS

Students entering most post-secondary institutions in B.C. are now required to write an English Placement Test. Scores from this test will be used to assist in assigning students to English courses appropriate to their needs.

The test will be offered at 6:45 P.M. on August 3, at the following locations:

B.C. Institute of Technology — Main Entrance
Capilano College — ND 101 — North Campus
Douglas College — Room 406 — Surrey Campus
Trinity Western College — Room 115, Arts & Science Building
Vancouver Community College — Main Entrance — Langara Campus

The test will also be offered at all other colleges throughout B.C.

Detailed information regarding the requirement, purpose and format of the English Placement Test may be obtained from student information services at post-secondary institutions.

All students planning to enter a post-secondary institution in September of 1977 are encouraged to enquire about the necessity for writing the English Placement Test on August 3.

APPENDIX E

educational research
institute of
british columbia

second floor, 1237 burrard street, vancouver, b.c. V6Z 1Z6 • 688-8574

INSTRUCTIONS FOR THE ADMINISTRATOR-IN-CHARGE OF THE
ENGLISH PLACEMENT TEST
MAY 3, 1977

The Administrator-in-Charge will be selected and appointed from the Administrative and Teaching staff of each school by the school principal.

Responsibilities

The responsibilities of the Administrator-in-Charge include:

1. Arranging appropriate space in which the Test may be written.

2. Securing examination papers from time of receipt until their return to ERIBC.

3. Selecting test supervisors, and ensuring that they carry out their duties as instructed.

4. Returning test papers and student attendance records as detailed below, to the ERIBC English Placement Test project centre.

Test Papers and Materials

Test papers will arrive at your school by mail or by courier addressed to the principal on or before April 29. If papers have not been received by noon on April 29, the Administrator-in-Charge will telephone ERIBC (688-8574) immediately. Papers must be kept secure until their use on the morning of May 3.

The number of test papers received will exceed the number of students (as earlier reported to ERIBC by each school) writing the Test. Unused test papers may remain in the school but must be kept secure until the morning of Wednesday, May 4. Following this time, unused test papers may be used, discussed, or discarded as deemed appropriate at each school.

Test papers are accompanied by Student Attendance Record forms. Each student writing the English Placement Test must enter name, address and test number on this form. This form is the only record, other than the test paper itself, that a person has written the Test. These record forms will be returned with the completed test papers.

Test Time

The English Placement Test is to be written only on the morning of May 3. Any students wishing to write the Test at some other time may be advised that a similar test will be offered at post-secondary institutions on August 3.

The time allowed for the Test is two-and one-half hours.

The testing should begin at a time as near to 9 A.M. as is administratively feasible.

APPENDIX E

Rules to be Observed During Testing

1. At the time designated for the commencement of the Test, and following the distribution of the Test papers, supervisors will read aloud the instructions on the covers of the Test papers. Instructions on both test sections will be read at this time. No further explanation of the instructions will be given. The two-and one-half hour time period will begin after instructions have been read.

2. Each student must have test papers, i.e. two sections, with corresponding numbers. If any student has papers with differing numbered sections, these should be returned to the supervisor and a new matching set of sections be issued.

3. No student may leave the test room within one hour of receitp of the Test papers; and when a student leaves, the student may not return during the remaining testing period.

4. Upon leaving the test room, students will return their test papers to the Supervisor and complete the Student Attendance Record.

5. No student may enter the test room after one-half bour from the commencement of the Test.

6. No student will give or receive assistance of any kind in answering the Test questions. Students will not take into the test room any book or paper, or anything else from which they might derive assistance in the Test. They will not communicate in any manner except with the Test Supervisor.

   Should these rules be breached, the supervisor will confiscate the Test papers immediately. The confiscated Test papers, together with a note of explanation, will be forwarded with the other papers from that school.

Return of English Placement Tests

1. Completed test papers and Student Attendance Records should be securely wrapped, tied and returned by FIRST CLASS REGISTERED MAIL, EXPRESS OR COURIER SERVICE addressed to:

   The Educational Research Institute of B.C.
   2nd Floor,
   1237 Burrard Street,
   Vancouver, B.C.
   V6Z 1Z6

   COMPLETED TESTS MUST BE RETURNED NO LATER THAN THE AFTERNOON OF TUESDAY, MAY 3. This will ensure that students will receive their scores at the earliest possible date.

2. Please bill ERIBC for the cost of the return shipment.

Unused English Placement Test Papers

Unused English Placement Test papers may be kept in the school for discussion at some later date. The unused papers must not be released for discussion before May 4. The Administrator-in-Charge will secure all unused examination papers.

Lloyd MacDonald,
Project Director

APPENDIX E

INSTRUCTIONS FOR SUPERVISORS

ENGLISH PLACEMENT TEST

MAY 3, 1977

Supervisors of the English Placement Test are appointed by the school principal or by the Administrator-in-Charge of the Test.

Responsibilities of Test Supervisors include:

1. Prior to Examination time the Supervisor must

   i) become familiar with the "Rules to be observed during Examination";

   ii) obtain the required numbered sets of test papers and a sufficient number of Student Attendance Record forms.

2. Distribution of test papers according to instructions listed in Rule 2 in following Section.

3. Invigilation of Test in accordance with normal testing supervision practice and, in particular, the Rules listed in the following Section.

4. Return of completed and unused English Placement Test papers and Student Attendance Records to the Administrator-in-Charge immediately following termination of the testing period.

Rules to be Observed During Test

1. At the time designated for the commencement of the Test, and following the distribution of the Test papers, supervisors will read aloud the instructions on the covers of the Test papers. Instructions on both test sections will be read at this time. No further explanation of the instructions will be given. The two-and one-half hour time period will begin after instructions have been read.

2. Each student must have test papers, i.e. two sections, with corresponding numbers. If any student has papers with differing numbered sections, these should be returned to the supervisor and a new matching set of sections be issued.

3. No student may leave the test room within one hour of receipt of the Test papers; and when a student leaves, the student may not return during the remaining testing period.

4. Upon leaving the test room, students will return their test papers to the Supervisor and complete the Student Attendance Record.

5. No student may enter the test room after one-half hour from the commencement of the Test.

6. No student will give or receive assistance of any kind in answering the Test questions. Students will not take into the test room any book, or paper, or anything else from which they might derive assistance in the Test. They will not communicate in any manner except with the Test Supervisor.

   Should these rules be breached, the Supervisor will confiscate the Test papers immediately. The confiscated Test papers, together with a note of explanation, will be forwarded with the other papers from that school.

Unused English Placement Test Papers

Unused English Placement Test Papers may be kept in the school for discussion but the unused papers must not be released before May 4. The Administrator-in-Charge will secure all unused Test papers.

Lloyd MacDonald,
Project Director

APPENDIX F

ENGLISH PLACEMENT TEST

MAY 3, 1977.

STUDENT ATTENDANCE RECORD

STUDENT NAME	ADDRESS	TEST NUMBER
Joan Pirjolla	6652 McMillan A.V.E	3389
Paul Libres	5962 Fraser st.	3347
HUMBER Prospective	6596 KING ST E	3341
Lance Powell	4327 Westview Ave	3274
April White	RR#1, Box 11, Black Point Rd	3313
Deborah Webster	R.R.3 Patrick Rd	3326
Sherry Stephens	6977 Richmond St.	3327
Kevin Wiens	Centennial Dr RR#1	3340
Lynn Jordan	4025 Gordon Avenue	3339
Bruce Small	RR#1 Armour Road	3338
Wendy Hibbard	4102 Westview Ave.	3337
Linda [illegible]	[illegible]	3336
Graeme Evans	RR#1 Myrtle Point	3335
James MacMillan	3556 Joyce Ave	3334
Eric Isaksen	RR#1 Centennial Dr	3333
Lynne Kirk	5714 Fulton Ave.	3332
Frank D'Angelo	4196 QUEEN ST	3331
Linda Robinson	3800 Joyce Ave	3330
Kathy Kinsman	7054 Adams St	3329
Rena Smith	RR#3 Patrick Road	3328
Nancy Ogden	4289 Manson Avenue	3325/41
Cathy Lai	[illegible]	3324
John W Blackhall	6867 Hammond St.	3316
Bruce Vanfraenigen	4188 Westview Ave	3322
Dirk MacDougall	4960 Manson Ave	3317
Louise Nesbitt	4566 Manson Ave	3318
Neil Wanless	2193 Strathcona Ave	3321

Test Supervisor's Signature R. A. Hubbard

APPENDIX G

SUMMARY OF SUGGESTED CHANGES IN MARKING PROCESS

I. SUGGESTED REVISION OF THE MARKING SYSTEM.

1. Do not abandon the nine point scale and do not have the markers "Place" the students. The marking criteria might be revised slightly to make the markers aware that this is a placement test, and to indicate how the various potential placements relate in a general way to nine point scale. What seems important is that the markers at least have in mind the principale: "What kind of special help--if any--does the student need?"

2. Begin each new marking session (that is, the total marking session) with a somewhat more rigorous training period. This would involve the use of pre-judged models, but also some participation of the group in marking some carefully pre-selected papers. (Details could be provided.)

3. Begin each half day's marking session with a half hour period in which the markers move into groups of five and mark five papers communally. These groups would be changed every time so that a more consistent "sense of standard" would be spread among the marking group. (This would have benefits related to point 7 below.)

4. Using the nine point scale, papers are to be marked in the following three categories:

    a. Content, Development, Orgnaization.
    b. Sentence Structure.
    c. Word Choice.

5. On the first marking, one marker deals only with Content, Development, Organization; a second marker deals with Sentence Structure and Words.

6. On the second (or is this third?) marking, each marker deals with all three categories.

7. Following the second marking, all covered marks are opened up and all papers in which there is a descrepancy of, say, more than five between the total score of two markings be re-marked communally by committees of three set up within the marking group. This final reading would be the mark that counted.

APPENDIX G

II. OTHER POINTS

1. That the marking day be reduced to six hours.

2. That all three categories be reported to all students.

3. That stressing the difference between ESL illiteracies and non-ESL illiteracies be abandonded.

4. That rip-off sheets no longer be provided.

5. That non-peekable flaps be invented. (Perhaps by taping them down the side as well as along the top.)

6. That space between lines on the paper be increased so that it will not be necessary to demand that students double space what they write.

7. That it be insisted on that the students write in ink.

8. That the paper stress the fact that examinees are to write on only one of the topics given.

III. A MAJOR ISSUE

Although there was no powerful consensus in favour of marking for only two categories instead of the four, there was a definite leaning in favour of this, with the best defense of it coming from Kamloops. "Method B (Marking all four categories) induced a tendency to sloppier marking: markers found themselves failing to distinguish between students' strengths and weaknesses in the four areas, and instead allocating a uniform 'blanket' mark of, for example, 6 in all areas. Method A, on the other hand, allowed finer distinctions and more accurate adjudications because it required markers to concentrate on only two compositional areas at a time."

APPENDIX H - STUDENT REPORT FORM

educational research
institute of
british columbia
second floor, 1237 burrard street, vancouver, b.c. V6Z 1Z6

TESTING
ERIBC

First Class Première classe

(5 copies contained in above envelope)

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second floor, 1237 burrard street, vancouver, b.c. V6Z 1Z6

TESTING
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ENGLISH PLACEMENT TEST SCORES

EXPLANATION OF SCORES	
SECTION 1	ABILITY TO IDENTIFY ERRORS COMMONLY MADE BY PERSONS FOR WHOM ENGLISH IS A FIRST LANGUAGE
SECTION 2	ABILITY TO IDENTIFY ERRORS COMMONLY MADE BY PERSONS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE
SECTION 3	COMPOSITION, MARKED ON FOUR MAJOR QUALITIES: DEVELOPMENT OF IDEAS AND FACTS; ESSAY AND PARAGRAPH STRUCTURE; SENTENCES (STRUCTURE, GRAMMAR, PUNCTUATION) AND WORDS (PRECISION, VOCABULARY, LEVEL OF USAGE, SPELLING)
PERCENTILE	INDICATES THE PERCENTAGE OF STUDENTS HAVING ENGLISH PLACEMENT TEST SCORES LOWER THAN YOURS. EXAMPLE: 82 PERCENTILE INDICATES THAT 82% OF STUDENTS HAD SCORES LOWER THAN YOURS.

TEST DATE

SCORES		
SECTION 1	SECTION 2	SECTION 3
/20	/30	/80
PERCENTILE	PERCENTILE	PERCENTILE

94

95

ENGLISH PLACEMENT TEST

ERIBC Project Team:

Project Director - Lloyd MacDonald

Lee Southern
Candace Wedder
Pat McBeath

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